DOCUMENT RESUME

ED 044 835 40 EC 004 764

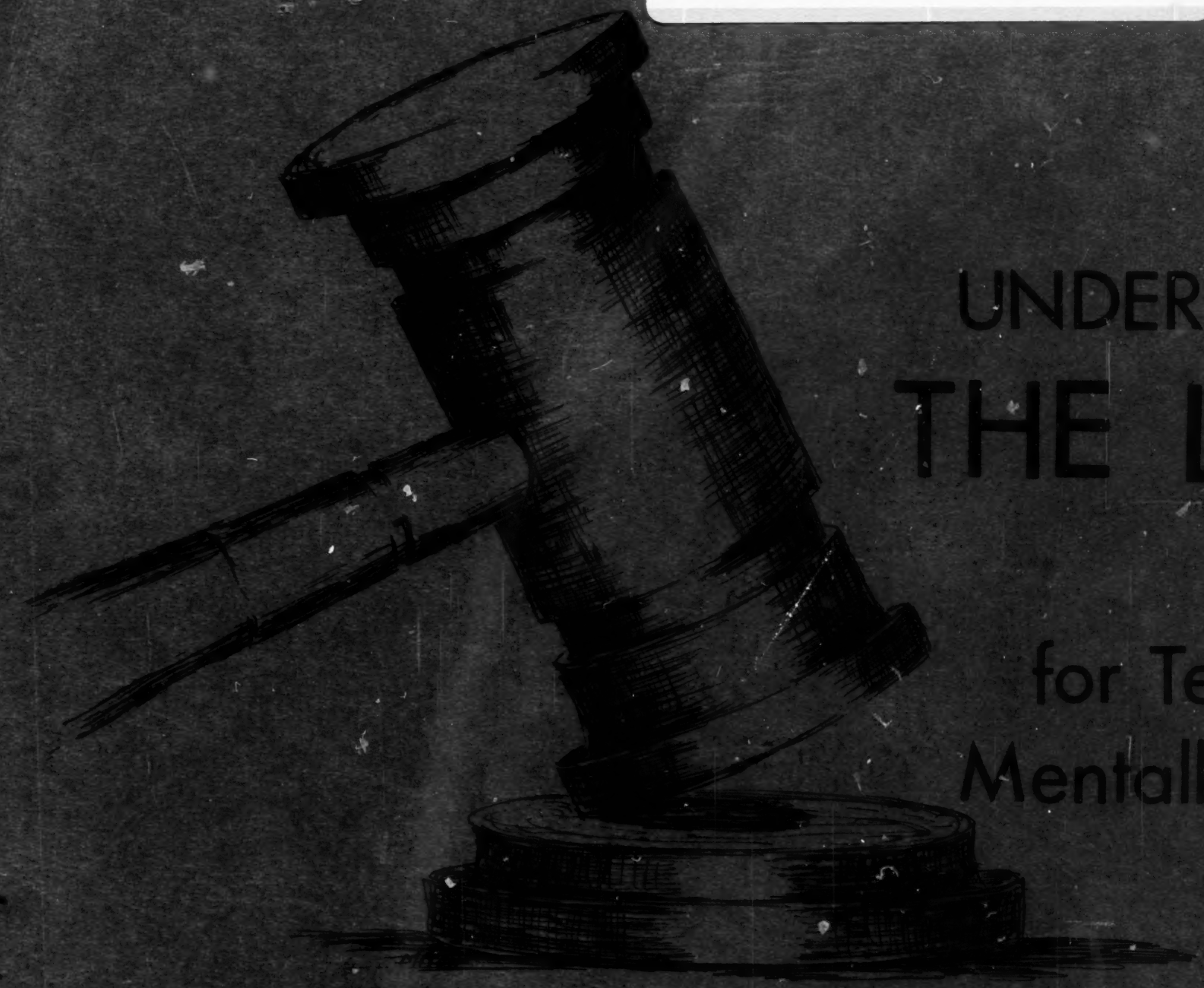
TITLE	Understanding the Law: A Guide for Teaching the Mentally Retarded.
INSTITUTION	Iowa Univ., Iowa City. Special Education Curriculum Development Center.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
BUREAU NO	BR-6-2883
PUB DATE	Aug 69
NOTE	134p.
EDRS PRICE	EDRS Price MF-$0.75 HC-$6.80
DESCRIPTORS	Adolescents, Audiovisual Aids, Delinquent Behavior, *Exceptional Child Education, *Instructional Materials, Law Instruction, Legal Responsibility, Lesson Plans, *Mentally Handicapped, Teaching Guides

ABSTRACT

A guide in teaching the retarded to understand the law includes 23 lesson plans which are supplemented by nine dialogues for tape recordings, 15 transparencies, six worksheets, and an examination. The guide is introduced by background reading information for the teacher and all necessary materials, transparencies, worksheets, dialogues, and photographs, are provided. Drawings are used throughout. The plan itself utilizes a dramatic technique in which a teenager steals a record from a discount store, is caught, and turned over to the police. (JM)

ED044835

BR 6-2883
PA40
BE14
EC



UNDERSTANDING THE LAW:

A Guide for Teaching the Mentally Retarded

SPECIAL EDUCATION CURRICULUM DEVELOPMENT CENTER AN IN-SERVICE TRAINING APPROACH...A COOPERATIVE PROGRAM INVOLVING THE IOWA STATE DEPARTMENT OF PUBLIC INSTRUCTION AND THE UNIVERSITY OF IOWA

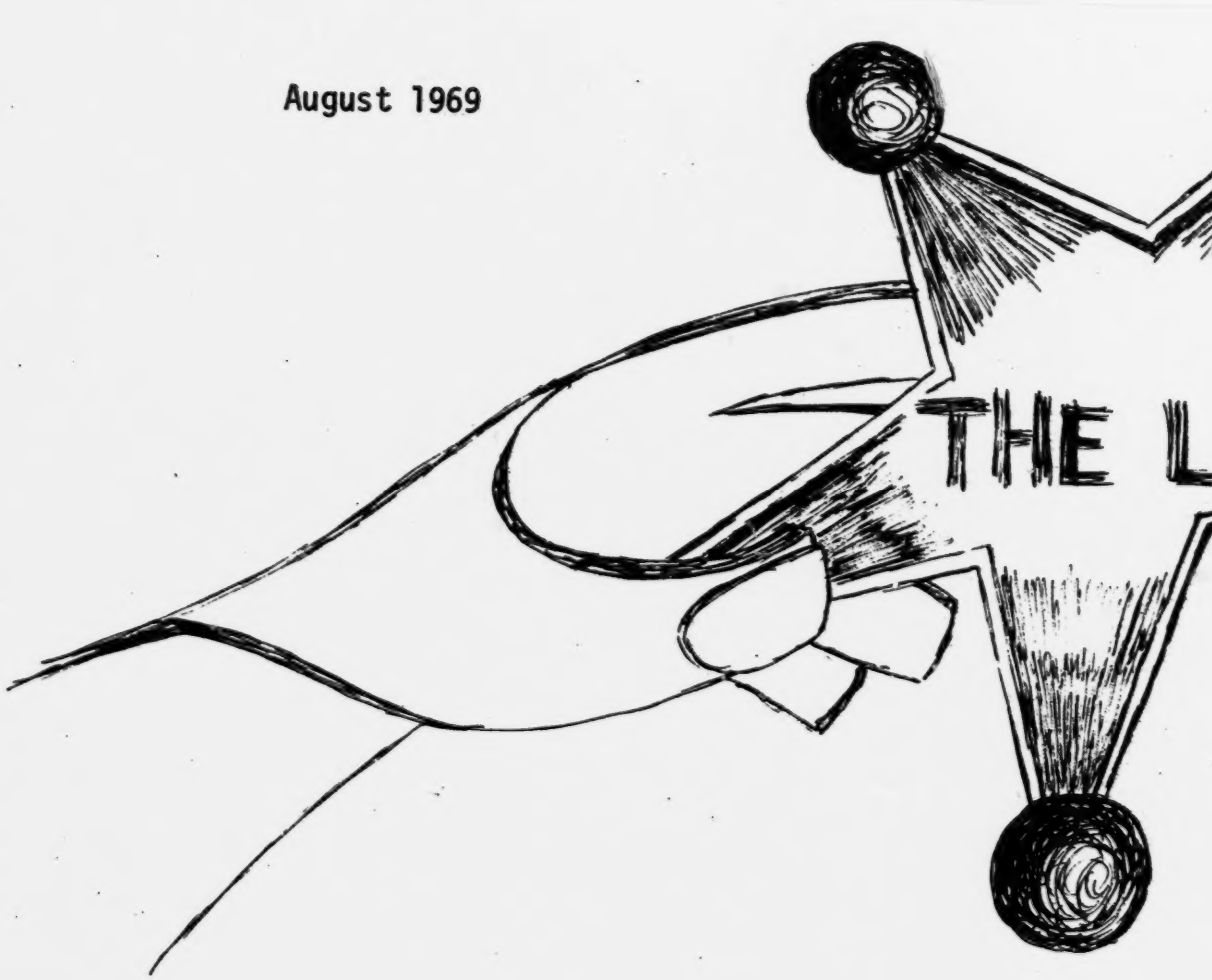
EC004764

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

ED0 44835

August 1969



UNDERSTANDING THE LAW:

A GUIDE FOR TEACHING THE MENTALLY RETARDED

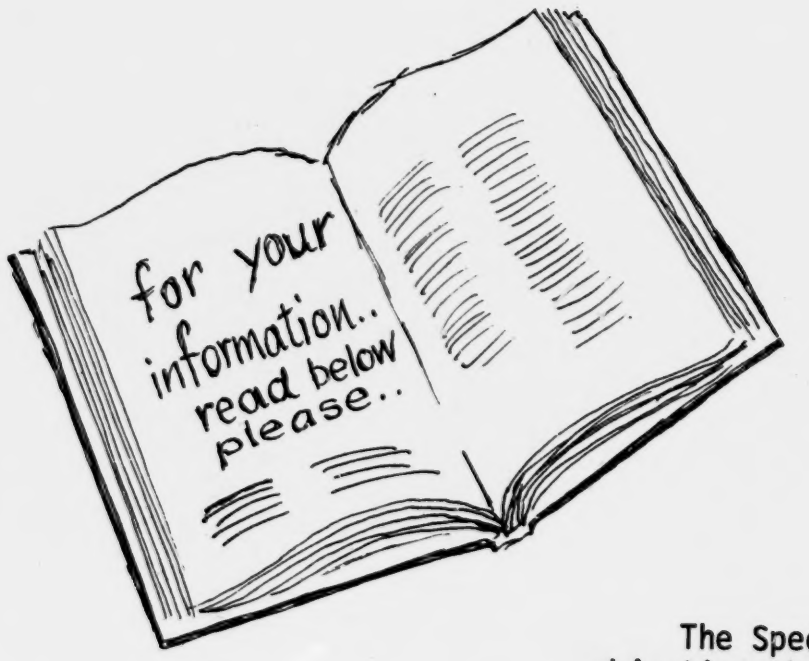
SECDC STAFF
Edward L. Meyen, Ph.D., Director
Sigurd B. Walden, Assistant Director
Dan Burns, Media Specialist
LeRoy Mitchell, Graphic Artist
Michael D'Asto, Editor

SUMMER STAFF
Cory Crooks, Curriculum Specialist
Alan R. Frank, Curriculum Specialist
Carol Horton, Curriculum Specialist
Susan Moran, Curriculum Specialist

The materials for the original publication were prepared by Phyllis Carter, formerly a Curriculum Specialist with SECDC

Printed by the Joint County System of Cedar Johnson, Linn, and Washington Counties
CEDAR RAPIDS, IOWA 52401

SPECIAL EDUCATION CURRICULUM DEVELOPMENT CENTER AN IN-SERVICE TRAINING PROJECT
SECDC IS SUPPORTED IN PART BY A GRANT FROM THE U.S. OFFICE OF EDUCATION PROJECT NUMBER 6-2883



The Special Education Curriculum Development Center has as its main objective the operation of a statewide in-service training program for teachers of the mentally retarded. Twenty special class teachers from different geographic areas of Iowa serve as consulting teachers. They attend training sessions at The University of Iowa and then return to their home area to conduct field sessions. All materials prepared for SECDC are intended for dissemination through the field sessions conducted by the consulting teachers. Persons reading SECDC material but not attending the field sessions should keep in mind that the purpose of the material is to serve as a starting point for in-service training and that the publications themselves are not end products.

It should also be noted that any reference to commercially prepared materials by the Special Education Curriculum Development Center does not constitute a recommendation or endorsement for purchase. The consideration of such material is intended solely as a means of assisting teachers and administrators in the evaluation of materials.

TABLE OF CONTENTS

I. INTRODUCTION

II. BACKGROUND READINGS FOR TEACHER INFORMATION 1

III. LESSON PLANS 9

IV. APPENDICES 81

A. TRANSPARENCIES 85

B. WORKSHEETS 133

C. TAPE DIALOGUE 147

D. PHOTOGRAPHS 153

E. EXAMINATION 161

I. INTRODUCTION

This guide, Understanding The Law: A Guide for Teaching the Mentally Retarded, was written to provide special education teachers with some suggestions for teaching the mentally retarded about laws and how laws affect them as members of the community. It is the result of teacher interest, use, and evaluation.

In February, 1968, SECDC published a document entitled Law and Authority: An Essential Part of the Social Studies Program for the Educable Mentally Retarded. Considerable interest was generated by this publication. The suggestion was made by teachers that instructional methods and materials be developed in this area. This led SECDC to instigate a field testing project with the following purposes:

1. To provide special education teachers with instructional methods and materials in the form of a teacher's guide for use in teaching areas of knowledge, skills, and attitudes about law observance, specifically as this relates to shoplifting.
2. To evaluate the effectiveness of teaching such information to the mentally retarded.
3. To give teachers an opportunity to evaluate the methods and materials prior to publication.
4. To allow the SECDC staff to study the problem of teacher evaluation of instructional materials and how these evaluations can best be accomplished.
5. To ascertain whether the field testing document warrants publication.

A set of field testing materials entitled A Kid in Trouble: Juveniles and the Law, was developed by SECDC and distributed to 19 junior high school special education teachers in Iowa for field testing in the spring of 1969. The original guide contained 28 detailed, sequentially organized lessons. Evaluative procedures were also prepared for use in the field testing. These procedures included rating each lesson as well as the overall unit. Teacher comments and suggestions were encouraged.

The field testing involved 19 teachers and approximately 350 junior high school age mentally retarded youths and was considered by the SECDC staff as very effective. All the teachers expressed enthusiasm for the materials and were consistent in their suggestions about improvements. The teachers reported that their students were most interested in learning about the law. They felt their students were clearly identifying with Hank Winslow, the central character in the unit. In order to measure changes in attitudes and knowledge about the law, all students were given tests before and after the unit. Statistically significant increases were obtained.

This publication, entitled Understanding the Law: A Guide for Teaching the Mentally Retarded, has come about from a careful study of the evaluations, comments, and suggestions of the teachers involved in the field testing program. In general, the format of the guide has remained the same.

A fictitious character named Hank Winslow is used throughout the lessons as an example of a juvenile who gets in trouble because of shoplifting. The violation of this one law and the resulting legal action taken against Hank is used to teach concepts, such as: what laws are, why there are laws, how laws are enforced, legal rights of individuals, juvenile status in terms of the law, etc.

This guide has been condensed to 23 lessons; the evaluations indicated that some of the material in the former guide was repetitious. Teacher comments also resulted in a number of audio-visual aids and suggestions being included in this revision. These audio-visual materials include 9 dialogues for tape recordings, 15 transparencies, 6 worksheets, and 1 examination.

Beginning with an experimental unit on shoplifting, SECDC has been able to develop a useful resource for teachers of the mentally retarded, a resource based on concrete evidence from classroom use and the evaluations of teachers of the mentally retarded.

BACKGROUND READING FOR TEACHER INFORMATION

Articles from Parents' Magazine and Better Homemaking, October, 1967.

1. *"Justice for Children," Guest Editorial written by Judge William S. Fort, President of the National Council of Juvenile Court Judges.**

Sixty-eight years ago when the first juvenile court law was enacted in Illinois, a legal system was set up, for the first time anywhere, which focused on the character of the person committing a violation, and not on the violation itself. Based on the concept of justice for the individual--of help and rehabilitation, not merely punishment for anti-social behavior--the law has been described as the greatest step forward in jurisprudence since the Magna Charta.

Following the adoption of the Illinois law, the new system for treating juvenile offenders swept across the length and breadth of our land.

But though the intent of the juvenile court system was excellent, it didn't always work out so well in practice. In safeguarding children from the stigma of being tried in adult courts, they were unintentionally being deprived of the protection, known as "due process," which these courts provide.

Many juvenile laws and courts, in an effort to avoid an adversary courtroom atmosphere, increasingly overlooked such protective procedures as seeing to it that both parents and children understood the nature of the charges and who made them; determining solely by legal evidence whether or not disputed charges were true; and seeing to it that the child had counsel available to him.

Not until 1966 did an unfair juvenile court procedure come up for review by the United States Supreme Court. Then, in the case of Kent vs. United States, some procedures in the Juvenile Court of the District of Columbia were found seriously deficient, and a ruling governing those procedures was handed down.

In May of this year, with the Supreme Court decision in the Gault case, another great step forward was taken toward safeguarding fair procedures for children within the juvenile court systems. This case, which is discussed in detail in the article "Children and the Law," involved an instance in which a child was improperly charged and unlawfully committed to a state training school.

This Supreme Court decision now guarantees to children in delinquency cases many of the same rights adults have in criminal cases. The court decided that in such cases a child shall have the right to be notified of the charges, to be represented by counsel, to confront and cross-examine the witnesses against him, and to remain silent. The decision further indicates that both the child and his parents have the right to a review of all phases of the case, and for this purpose an adequate record of the proceedings must be made available to them.

The American Civil Liberties Union defended the Gault boy in this case. The American Parents Committee, Inc., of which George J. Hecht, Publisher of Parents' Magazine, is the Chairman, prepared and filed with the U.S. Supreme Court an amicus curiae (friend of the court)

*Reprinted through the courtesy of Parents' Magazine, New York.

brief which pleaded for judicial fairness for all children. These organizations are to be congratulated for their civic responsibility.

The great concern of responsible leaders has been that the promise of fair and effective handling of children's problems inherent in the original concept of a juvenile court system has not been fulfilled, partly because of the absence of procedural safeguards, and partly because of the lack of adequate resources and trained people to aid in the rehabilitation of delinquent youngsters.

Both the Kent and Gault decisions draw our attention to the necessity of enacting state and local legislation, not only to correct the procedural deficiencies of many present juvenile laws and courts, but also to provide necessary and adequate resources, facilities and personnel, without which there will never be that fundamental fairness for the child which both the Constitution and human decency call for.

I urge all citizens everywhere to work with their own juvenile court judges and with all federal, state, and local authorities toward the accomplishment of both objectives.

2. *"Children and the Law," by Theodore Irwin.* An article which discusses some of the defects that still exist in our nation's juvenile courts and the progress being made to correct these weaknesses.*

Fifteen-year-old Johnny sitting uneasily at the edge of his chair, looked hopefully at the judge. His mother sat beside him nervously kneading a handkerchief.

---

*Reprinted through the courtesy of Parents' Magazine, New York.

This was juvenile court and the setting was pleasant enough--a booklined study with a desk and comfortable chairs. This courtroom didn't look anything like a "real" court with its witness box, imposing platform for the judge, and benches for the spectators. But what happened in this agreeable conference room?

"Johnny," said the judge, "you look like an incorrigible boy to me. For your own good, I'm sending you to the state training school to square you away. Then, we'll see how things work out."

What was Johnny's offense? A police officer had heard that Johnny smoked marijuana at a party and a week later arrested him at home. A "social study" made by the probation officer reported that a teacher had called Johnny "impossible" because he yelled at her, and that a year ago, he had impulsively shoplifted a baseball glove but had voluntarily returned it the next day. It was never proved that Johnny smoked marijuana, or committed any crime, yet he was judged delinquent and ordered to an institution for an indefinite length of time.

This happened in California. In Nebraska, a juvenile court judge sent a teenager to a reform school for slapping another teenager. In Illinois, two fourteen-year olds, playing with road flares, caused $32 worth of damage to a stranger's car; though the parents paid for the damage, a juvenile court judge committed both boys to a state training school. In many other instances, children have received much stiffer sentences than adults would get for similar offenses.

As a recent study made for the President's Commission on Law Enforcement shows, the juvenile courts have failed to live up to their goals.

The purpose of abandoning ordinary courtroom procedures in juvenile court was to permit the judge to act informally, like a wise parent, and so to rehabilitate young offenders through friendly guidance rather than to mete out punishment impartially. Unfortunately, however, in abandoning these ordinary procedures, the protections written into the procedures were also lost. Thus, juvenile offenders have been dealt with unpredictably and sometimes very harshly. Not only has the purpose of rehabilitating juvenile delinquents not been fulfilled, but often children are "sentenced" in juvenile court for offenses which, as in Johnny's case, it has not been proven they committed.

In Texas, a girl was charged with arson on five occasions, but at the court hearing, her accuser couldn't state the time or place the episodes were supposed to have occurred. In another case, a fifteen-year-old boy admitted to having once driven a car without a license but the charge on which he was brought to court--armed robbery--was never proved. Yet because of the boy's prior misdeed, the juvenile court ordered him to a reformatory to "salvage" him.

The juvenile court system varies considerably throughout the country. In some places, it is good, but in many places, it is very poor. Some regions have no courts to handle juvenile cases at all. States differ in their definition of children--in some places juvenile courts have jurisdiction over youngsters under eighteen, in others, under sixteen.

And many kinds of cases come under the jurisdiction of the juvenile courts--including those involving neglected, abandoned, and orphaned children, as well as those accused of delinquent acts.

There are states where a twelve-year-old can be brought before a magistrate, probate court, city court, domestic relations court, or a justice of the peace. According to where he lives, a minor accused of an offense may be merely lectured and dismissed, passed along to a social agency for guidance, or held to be "tried" in juvenile court.

Fortunately, important steps have at last been taken to improve juvenile court systems and enable them to do the job they were intended to do. With the "Gault vs. Arizona" decision handed down by the U.S. Supreme Court last May, minors charged with delinquency have been assured of their full constitutional rights. Before this decision, children were not necessarily notified of the charges before being brought to court. They were not guaranteed the right to have a lawyer, or to confront or cross-examine their accusers and other witnesses. Hearsay evidence, rumors, opinions, and gossip were admitted by judges hearing children's cases. Children were not allowed the privilege of remaining silent, and were not cautioned that they need not incriminate themselves.

Without abandoning the principles of friendliness and guidance on which juvenile courts are based, the Gault decision assures minors of regular courtroom safeguards. This far-reaching decision was made by the U.S. Supreme Court after its study of a case in which a fifteen-year-old boy was convicted in juvenile court of having made lewd phone calls to a neighbor. The boy's parents had not been notified of the charge in time to obtain legal advice or prepare a defense. The boy had not been warned that his testimony would be used against him. The accuser had not even appeared to testify, and no transcript was made of the trial.

Seven days after his arrest, Gerald Gault was sentenced to six years in a state institution. If he had been over 18 at the time of his hearing, the maximum punishment would have been a fine of $5 to $50 and two months in jail.

In reversing the decision of the Arizona Court, the U.S. Supreme Court dismissed the case against Gerald Gault and guaranteed all "due process" safeguards for children accused of delinquency.

But these improvements, important as they are, affect only part of our complex juvenile court system. Consider first the juvenile court judge. His power over the children and families who come before him is tremendous--and virtually unsupervised and unchallengeable. Yet, out of 3,000 counties surveyed in the nation, only 80 have full-time juvenile court judges who have been specially trained and selected for the job. Though a juvenile court judge should be sensitive to the dynamics of human behavior, and have an understanding of psychology, the social sciences, and family relations, half of our country's juvenile court judges lack an undergraduate degree, one-fifth of them have no college education at all.

And there are many well-trained, and potentially excellent judges who cannot do their jobs properly because they are not able to devote enough time to juvenile cases. Many judges must serve in adult criminal court, too, and they often lack well-trained probation officers and social workers to investigate charges and study a child's background. Less than half of our counties provide any probation service at all, and only one out of ten probation officers has specialized training. In courts that do have probation services, the staff members are usually so overburdened that at best they manage to make a few phone calls and have little time for investigation and interviewing.

Many courts have an inadequate screening staff--some haven't any at all--to judge whether or not a case needs action and, if so, whether it should be passed on to other agencies or brought before a judge. If a child is charged with an offense, say shoplifting, someone, preferably the juvenile court staff, must decide whether to consider the action merely a prank and not fit for the court's attention, or an act in defiance of society which the court should take notice of.

Unfortunately, too many trivial offenses become matters for jurisdiction, and the children are wrongly tagged as delinquents. In the opinion of the National Council on Crime and Delinquency, the leading citizens' service agency in the field, fewer than 10 percent of the youngsters arrested for delinquency should have been detained.

The practice in many juvenile courts has been to permit an intake worker or policeman to put an offender in a receiving home or house of detention, without bail, while the child waits days or weeks for a hearing in juvenile court. This improper and inhumane practice is made even worse by the fact that many towns have no decent place to keep these children. In Indiana, for instance, only 6 out of 92 counties provide separate detention homes for children. Throughout the nation, in fully half of our counties, some 50,000 to 100,000 children each year are held, before they've even had a court hearing, with adult criminals in county jails.

The Gault ruling should not make it necessary for all juvenile courts to respect children's constitutional rights to prompt release from detention and to appearance before a judge. But other weaknesses in children's

courts persist. For example, to arrive at an astute judgement about a youngster and to decide what measures will deter a young offender from committing any further anti-social acts, a judge needs professional assistance. But one out of five judges can call on the services of a psychiatrist or psychologist, and where such services exist, waiting lists are so long that their usefulness is limited.

Rulings by some judges are arbitrary and unreasonable. One Michigan juvenile court sends all delinquent children, regardless of their misdeeds, to an institution. Another Michigan court commits none. An Omaha judge condemned unruly boys to clean up zoo pens, and in Memphis youngsters were ordered to wear bright orange vests reading, "I am a Vandal."

In most communities, a judge has the choice of consigning a child to an institution, placing him on probation, or releasing him outright. Being dispatched to an institution usually means penning up a child in an overcrowded state "school" where he will get little education, counseling, or vocational training. Being put on probation may mean the court officer makes a few visits or phone calls, and the terms of the probation may be unrealistic. For instance, a judge may stipulate that a youngster must not associate with certain of his friends. Yet it may be virtually impossible--as well as undesirable--for the child to obey this order. Then should he be seen in the company of these friends, he may be picked up by the police.

Even after release, the courts are often unfair to children. Juvenile court records are supposed to be confidential, but a young person's dossier and "police contacts" are frequently disclosed to prospective employers, the F.B.I., the armed forces, colleges, and other public and private agencies. For a single past indiscretion, a youth may not be permitted to enlist in the Navy or Air Force, or may find it hard to get bonded for employment. A juvenile court record can be damaging to a law student seeking admission to a state bar, or to a medical school graduate applying for a state license to practice medicine. It is not uncommon for a record to be held against the parents when they try to rent an apartment in a public housing project.

Sometimes the stigma of having a court "record" is held against a youngster who was never accused of any misbehavior but was, in fact, involved with a court entirely for his own protection. In Pennsylvania, a young girl was made a ward of a juvenile court and placed in a foster home after she was beaten by her father. Years later, when she applied for a college scholarship, she was turned down because of her juvenile court "record."

Despite these shortcomings, juvenile courts are managing to achieve some of their objectives. They do protect children whose affairs they handle from criminal court exposure. And in some well-run courts, such as the statewide system in Connecticut, the goal of "individualized justice" is provided.

Consider this case which might have had disastrous consequences, but which turned out well because of a humane and sensitive judicial decision. One evening, a California policeman came upon Frankie, 16, in a doorway, nodding in a stupor. At the station house tests showed that he had taken a narcotic. The juvenile court judge ordered an investigation of the boy's activities and habits. He learned that a friend had given Frankie his first shot of heroin. Though the judge might have sent Frankie to a state school, he placed the boy on probation, stipulating that Frankie attend Halfway House

meetings set up to educate and rehabilitate narcotics users. Eight months later, the probation man reported that Frankie was doing well at school, was attending the meetings, and had not touched any narcotics since. The boy was released from probation. It was reasonably safe to assume that not only was he spared the hardship and possible crime-inducing effects of being confined in an institution, but also by not punishing Frankie, the judge may very well have saved him from becoming an addict. This may not have been the best treatment for some other boy. But the facts of Frankie's life indicated that for him it was worth trying.

Aware of the imperfections of the courts, many communities and judges have been working to improve the court systems. This past summer, the National Council of Juvenile Court Judges sponsored the first "summer college for Juvenile Court Judges," which is to be an annual study series. Over thirty judges met with experts from the fields of law, sociology, psychology and psychiatry, and also worked with juvenile offenders to determine ways of improving all aspects of the country's juvenile courts.

Progressive states, such as Rhode Island and New York, have established family courts to handle all problems relating to family life, including juvenile cases.

Proposals have been brought before Congress to strengthen juvenile courts and rehabilitation facilities.

The U.S. Civil Service Commission has made it known that it will no longer ask a job applicant if he has ever appeared in juvenile court. It is hoped other agencies, especially the Job Corps, will soon stop requesting confidential juvenile court records.

What else can be done to protect the rights of children who come before the courts? Milton Rectro, Director of the National Council on Crime and Delinquency, urges:

"We are strongly in favor of full-time specially trained judges. We should also elevate this judiciary out of the inferior court level, making it a state court or a division of the highest trial court. This would help assure us competent judges and adequate court services not now available in many juvenile courts."

Further, the constitutional safeguards now provided by the Supreme Court should also apply to police-station questioning. That means a juvenile must have the right to remain silent at least until he sees his parents or a lawyer.

Far-ranging proposals for reform have come from the President's Commission of Law Enforcement and Administration of Justice. It urges greater emphasis on the rehabilitation of young offenders. A verdict of delinquency should be used only as a last resort, and there should be community agencies to help children.

Police, with the assistance of juvenile specialists, should promptly determine which cases can be disposed of without going to court. Preliminary conferences should be held, attended by the child, his parents, court staff and others concerned, to dispose of cases short of a judge's finding. Illinois and New York recently adopted this technique. Court referral by police should be restricted to cases of serious law breaking or those in which there is repeated misconduct.

Obviously a judge shouldn't lose sight of the fact that he cannot think only of helping a child and his parents. The community must also be protected. But a judge should surely have feelings of sympathy and understanding for children, as well as a commitment to impartial justice.

The quality of our juvenile courts is the concern of all parents. We should interest ourselves in candidates for judgeships and do all we can to see that the best qualified persons are selected. And we should work to make sure that our communities provide well-trained staff and other resources to enable compassionate judges to give the children who come before them the help and guidance they need.

LESSON PLANS

LESSON #1 SCOPE OF LESSON

To introduce the juvenile character, "Hank Winslow."
To establish a situation as a basis for discussion.
To present the reasons for studying the unit topic.

INSTRUCTIONAL OBJECTIVES

To be able to identify the boy pictured on the bulletin board as Hank Winslow and tell what trouble he is in.

To verbalize that the purpose of the unit is to study a law which is important for young people to know, namely the law about shoplifting.

NEEDED RESOURCES

Bulletin board	Photograph #1
Tape recorder	Caption - *"Who is this guy?"*
Chalkboard	Tape recording #1
Felt tip pen	Chart paper

TEACHING SEQUENCE

1. Bulletin Board:

Before the students arrive in the classroom in the morning, put the photograph #1 of the young teenager on the bulletin board. Beside the picture, put up the caption, *"Who is this guy?"* Do not draw specific attention to the picture until the class period when the lesson will be taught. To heighten the students' curiosity, do not tell them who the boy is even if they ask; rather, adopt a secretive air and make responses as, "WHO DO YOU THINK HE IS?", "HAVE YOU EVER SEEN THIS PERSON?", etc.

Notes

2. Initiate the lesson:

Draw attention to the photograph and ask what the caption says. Let the students express their opinions as to who they think the person is. Then say, "I AM GOING TO PLAY A TAPE RECORDING MADE BY THE FELLOW IN THE PICTURE. LET'S LISTEN TO SEE IF HE TELLS YOU WHO HE IS."

3. Play Tape recording #1 and Discuss:

HANK'S DIALOGUE

"Hi! You're probably wondering who I am. I'm the guy in the picture. Well, my name is Hank Winslow. I'm 14 years old and I go to Junior High.

"Man, am I in a jam! This is what happened. I was walking by the discount store yesterday on my way home after school. I thought I'd just go in and look around some. Well, there was this whole shelf full of new records and there were some real cool ones. But I didn't have enough money with me to buy the one I wanted.

"I walked around the store for a while and looked at other stuff. I really wanted that cool record. So, I decided to try to swipe it. There wasn't anybody standing around the record shelf so I put the record in my notebook real easy and no one saw me do it. Lots of kids take stuff from stores and they get by with it. They talk about it all the time at school. I could hardly wait to tell the guys about the stuff I took. Besides, just one record doesn't cost very much and it was really a cool one and I wanted it real bad.

"Well, I had stuck the record in my notebook and then I walked up to the front of the store. I didn't buy anything so I walked on by the checkout counter. Just as I opened the door to go outside somebody grabbed hold of my coat. He said he was the store manager and he said he knew I had a record in my notebook. He had seen me in a big mirror that was hung up in the back of the store. I wanted to run out the door, but the manager wouldn't let go of my coat. So I told him I'd pay for it or give it back. He just shook his head and said I was in real trouble and that he was going to call the police. Boy, I was scared!"

NARRATOR

(Different Voice) "The store manager caught Hank trying to steal the record. When someone swipes something from a store like this, it is called shoplifting. What do you think will happen to Hank?"

TEACHER'S DIALOGUE

Ask, "DID YOU FIND OUT WHO THIS PERSON IS? HANK SEEMS TO BE IN SOME TROUBLE. HOW DID HE GET INTO THIS SITUATION? WHAT DO YOU THINK WILL HAPPEN TO HANK NOW?" Let the students express their opinions as to what will happen; e.g., the police will come and put Hank in jail; the store manager will make Hank pay for the record, etc.

Then say, "WE HAVE SEVERAL IDEAS ABOUT WHAT ACTUALLY WILL HAPPEN TO HANK BECAUSE HE STOLE A PHONOGRAPH RECORD. WE'RE GOING TO BE STUDYING SOME LESSONS FOR THE NEXT FEW WEEKS AND WE'LL FIND OUT WHAT DOES HAPPEN TO HANK. WE'RE ALSO GOING TO BE LEARNING ABOUT SOME THINGS THAT ARE QUITE IMPORTANT FOR PEOPLE TO KNOW ABOUT. WE'RE GOING TO FIND OUT ABOUT SOME LAWS, WHAT LAWS ARE, WHAT HAPPENS IF SOMEONE BREAKS A LAW, WHY THERE ARE LAWS IN THE FIRST PLACE, AND WHY IT IS IMPORTANT FOR YOUNG PEOPLE TO KNOW ABOUT LAWS."

Notes

4. Evaluate and write sentences:

Refer to the photograph and caption on the bulletin board again. Ask, "DID WE FIND OUT THE ANSWER TO THIS QUESTION? WHAT ELSE DID WE FIND OUT?"
Write sentences on the chalkboard listing the information learned from the tape recording. For example:

This is Hank Winslow.
He is 14 and is in junior high.
He's in a jam because he swiped a record.
We're going to find out what happens to Hank.
We are going to learn about some laws that are important for young people to know.

Have a student copy the sentences on a piece of poster paper or chart paper, using a felt tip pen. Put this chart on the bulletin board under the photograph of Hank. Ask all the students to copy the sentences and put them into a notebook on *Juveniles and the Law.*

LESSON #2 SCOPE OF LESSON

To introduce the students to examples of rules and laws.

To establish an understanding of the difference between rules and laws.

To stimulate thinking relative to the consequences of breaking laws.

INSTRUCTIONAL OBJECTIVES

To be able to give definitions which are acceptable to the teacher for the words "rules" and "laws."

To be able to complete a worksheet by writing words in blanks, indicating whether sentences are examples of rules or laws.

NEEDED RESOURCES

Bulletin board; photograph of Hank Winslow and chart about Hank

Overhead projector

Chalkboard

Grease pencil

Transparency #1

Volumes of the Code of Iowa

Duplicated worksheets #1

TEACHING SEQUENCE

Notes

1. Introduction of Discussion:

Call attention to the photograph of Hank Winslow and have the students read the chart displayed on the bulletin board. Say "YESTERDAY WE MET HANK WINSLOW AND TALKED ABOUT WHAT WE'RE GOING TO STUDY FOR THE NEXT FEW WEEKS. TODAY WE'RE GOING TO START OUR LESSON BY TALKING ABOUT . . . (Project Transparency #1 on which are lettered the words, RULES and LAWS and have the students read the words.)

Say, "ARE RULES AND LAWS THE SAME THING? WHO CAN GIVE ME AN EXAMPLE OF A RULE?" If no one responds, guide discussion by asking questions such as "CAN WE TAKE THINGS FROM OTHER PEOPLE'S DESKS?

"IS THIS A RULE? THEN LET'S WRITE THIS RULE ON THE BOARD.' Write on the chalkboard the sentence:

Do not take things from other desks in Room 305.

"DO YOU HAVE ANY RULES YOU HAVE TO FOLLOW AT HOME? FOR INSTANCE, ARE YOU SUPPOSED TO TAKE CARE OF LITTLE BROTHERS AND SISTERS AFTER SCHOOL, TAKE OUT THE GARBAGE, ETC.? ARE THERE ANY RULES YOUR PARENTS HAVE TO FOLLOW? CAN YOUR DAD DRIVE HIS CAR AS FAST AS HE WANTS TO ANY TIME? AN EXAMPLE OF A RULE YOUR DAD HAS TO FOLLOW IS, 'DON'T DRIVE OVER 75 ON THE INTERSTATE.' LET ME WRITE THIS RULE ON THE BOARD. ARE THERE OTHER RULES THAT EVERYONE HAS TO FOLLOW ALL THE TIME?

Write examples of rules that apply to everybody. For example, *Don't murder somebody and Don't hold up a store and steal money.* Continue the discussion and write rules on the board as the students suggest them; continue until many different rules have been written.

2. Definition of Rule:

Say, "WE'VE THOUGHT OF A LOT OF RULES AND WRITTEN THEM DOWN ON THE BOARD. THESE ARE ALL EXAMPLES OF RULES. BUT JUST WHAT IS A RULE?" Ask guiding questions such as, "DOES A RULE TELL US SOMETHING? DOES IT TELL US HOW WE HAVE TO ACT, OR WHAT WE HAVE TO DO? DO SOME RULES TELL US THINGS WE CAN'T DO? Etc.

Help students formulate a definition of a rule such as, A rule is something which tells us what we can or cannot do. Write this definition on Transparency #1 with a grease pencil under the heading, RULES.

3. Different Kinds of Rules:

Say, "NOW LET'S LOOK AT ALL THESE RULES WE'VE WRITTEN DOWN. THIS ONE (point to a rule written on the board) IS A RULE THAT WE HAVE TO FOLLOW WHEN WE'RE AT SCHOOL. WHO SEES TO IT THAT WE FOLLOW THIS RULE? HERE'S ONE (point) THAT TELLS US ABOUT DRIVING A CAR. WHO HAS THE JOB OF SEEING THAT PEOPLE DRIVE CARS RIGHT AND FOLLOW THE SPEED LIMITS? HERE'S ONE (point) THAT IS IMPORTANT TO FOLLOW AT HOME. WHO MAKES US FOLLOW RULES THERE? THERE ARE TWO DIFFERENT KINDS OF RULES HERE. SOME OF THESE RULES ARE CALLED LAWS."

4. Definition of Law:

"THE LAWS OF OUR STATE ARE WRITTEN DOWN IN THESE BIG BOOKS (display the volumes of the Code). SOME OF THE RULES WE HAVE LISTED ON THE BOARD ARE WRITTEN IN THESE BOOKS, BUT SOME ARE NOT. I LOOKED THROUGH HERE LAST NIGHT (Flip through pages of the Code) AND NOWHERE DOES IT SAY THERE'S A LAW ABOUT TAKING THINGS FROM OTHERS' DESKS IN ROOM 305.

WHY DO YOU SUPPOSE THERE ISN'T A LAW LIKE THAT? WELL, NOT EVERYBODY IN THE WHOLE STATE GOES TO SCHOOL AND IS IN ROOM 305, SO THIS RULE ISN'T NEEDED FOR EVERYBODY. THIS IS A RULE WE MADE FOR US IN THIS SCHOOL. HOW ABOUT THE RULE ABOUT MURDERING SOMEBODY? DO YOU THINK THAT'S WRITTEN DOWN IN THESE BOOKS? YES, HERE IT IS (turn to appropriate page), HERE IS A LAW WHICH SAYS _____ _____.

Notes

THIS IS AN IMPORTANT RULE FOR EVERYBODY TO FOLLOW SO THIS RULE HAS BEEN MADE INTO A LAW." Help the students formulate a definition of a law such as, A law is a rule for everybody to follow. Write this definition on Transparency #1 with a grease pencil under the heading, LAWS.

5. Worksheet:

Give students a worksheet which includes examples of rules and laws. Direct students to read the sentences and decide if each is an example of a rule or a law. A sample worksheet is given on the following page. Have students place worksheet in notebook.

Rules.

Laws.

NAME _____

GROUP_____ DATE _____

Directions:

Read the sentences and tell if they are rules or laws. Write rule or law in the blank after each sentence.

1. Girls cannot wear slacks or shorts to school._____

2. People have to be 21 years old before they can buy cigarettes._____

3. Everyone has to have a driver's license before he can drive a car._____

4. Some teenagers have to wash the dishes every day._____

5. Bill's parents say he has to be home by 11 o'clock at night._____

6. When the light is red, you have to stop._____

7. If a school library book is kept too long, you have to pay a fine._____

8. People cannot take someone else's car and drive it without asking him if it is okay._____

9. You have to get a pass if you want to leave the study hall._____

10. Don't break into a house and take anything._____

WS/1

LESSON #3 SCOPE OF LESSON

To explain what it means when a law is broken.

To provide the students with an example of a youth who broke a law.

To establish the relationship of shoplifting to breaking the law.

To help students generalize the law violation of shoplifting to other laws.

INSTRUCTIONAL OBJECTIVES

To be able to explain what it means when a law is broken.

To label Hank's actions as a law violation.

To be able to distinguish between newspaper stories which deal with law violations and stories of a general nature.

NEEDED RESOURCES

Tape recorder

Bulletin board

Overhead projector

Chart paper

Scissors

Paste

Worksheets #2

Transparencies #1, 2

Code of Iowa (Find and mark page 2516 in Volume II before class time.)

Tape recordings #1, #2

Photograph #2

Newspapers, e.g., Des Moines Register

News for You (published by Lubach Literacy, Inc., Box 131, Syracuse, N. Y. 13210); Local newspaper, etc.

Notes

TEACHING SEQUENCE

1. To review the concept of a law:

Re-read Transparency #1 developed in the previous lesson and discuss. Then say, "WE'VE BEEN TALKING ABOUT LAWS. IF HANK WINSLOW HAD BEEN IN OUR CLASS YESTERDAY, DO YOU THINK THIS INFORMATION ABOUT LAWS WOULD BE IMPORTANT FOR HIM? WHY?"

2. Introduce Store Manager:

Draw attention to the photograph of Hank and replay the tape recording (#1) made by him. Discuss the situation involving Hank briefly and then say, "WHEN HANK TRIED TO LEAVE THE DISCOUNT STORE, THE STORE MANAGER STOPPED HIM." Put the photograph of Hank being detained on the bulletin board. Say, "TODAY LET'S LISTEN TO WHAT MR. SNIDER, THE STORE MANAGER, SAID TO HANK WHEN HE CAUGHT HIM STEALING THE RECORD."

3. Tape recording #2.

STORE MANAGER'S DIALOGUE

"Listen, kid. I know you stuck a record in your notebook. I saw you do it. My name's Mr. Snider and I'm the store manager here.

"Do you know what you're doing? Why, you're stealing. You swipe something from a store like this and you're shoplifting. There's a law against shoplifting. You broke the law.

You're in trouble, kid. You broke the law and you can be punished. Why do you think we have a law about shoplifting? So I can do something about it when someone swipes stuff from my store! Why, you're the second person I've caught shoplifting today. Only the other guy was older. He was 18 and tried to get away with a $50 watch.

"I suppose you think I should just give you a lecture and let you go. Well, the law says I can bring charges against you and I think I'll do it. I'm going to press charges against the other guy I caught today, too. He said he'd pay for the watch, but that doesn't change the fact that he tried to steal it. You both broke the law when you tried to shoplift and I'm going to do what the law says I can to protect my property.

"Come with me, young man. We're going to the office and I'm going to call the police!"

TEACHER'S DIALOGUE

Ask, "WHAT IS HAPPENING TO HANK?" Discuss the recording. Say, "MR. SNIDER SAID THAT BECAUSE HANK TRIED TO STEAL A RECORD, HE BROKE A LAW. WHAT DOES THAT MEAN?" Suggest that it means that someone does not follow or obey the law; they do something the law says they shouldn't do. Discuss what the law concerning shoplifting is.

Turn to page 2516 and read the section dealing with shoplifting. Discuss that laws are written in language that seems kind of complicated; talk about what words like merchandise, premises, conceal, material evidence, etc., mean.

Ask, "ARE THESE BOOKS HARD TO READ? DO YOU THINK MOST PEOPLE FIND OUT ABOUT LAWS BY READING THESE BIG BOOKS? NO, THEY'RE TOO HARD TO UNDERSTAND. THE REASON WE'RE STUDYING ABOUT LAWS IN SCHOOL IS SO WE CAN FIGURE OUT WHAT THE LAWS MEAN AND WE'LL KNOW WHAT WE CAN AND CANNOT DO. OUR PARENTS AND OTHER PEOPLE IN THE COMMUNITY ALSO HELP US LEARN ABOUT LAWS."

4. Experience Chart:

To help students formulate this concept, write an experience chart. The following sentences are representative of the types of responses the students might suggest:

Notes

When Somebody Breaks a Law

A law tells us what we can or cannot do.

Somebody breaks the law if he does not follow the law. He does something the law says he shouldn't do.

Hank Winslow broke the law when he tried to steal a record from the discount store. He broke the law about shoplifting.

Have students read the chart orally. Call on one student to read the entire chart aloud or have students read one paragraph at a time, etc.

5. Newspaper Articles:

Say, "HANK'S IN TROUBLE BECAUSE HE SWIPED A RECORD AND BROKE A LAW. LET'S SEE IF WE CAN FIND OTHER EXAMPLES OF PEOPLE WHO ARE IN TROUBLE BECAUSE THEY MAY HAVE BROKEN A LAW."

Project Transparency #2, say, "HERE IS A NEWSPAPER ARTICLE ABOUT SOME PEOPLE WHO ARE IN TROUBLE (Read article). Have class answer questions orally. Write responses on Transparency #2.

Say, "LET'S FIND SOME MORE ARTICLES ABOUT PEOPLE IN TROUBLE." Pass out papers and Worksheet #2. Have students find and paste articles on worksheet and answer questions at the bottom of the page.

NAME _____ DATE _____

PASTE
HERE
↓

1. What happened in the Newspaper Story?_____

_____

_____

2. What Law was broken?_____

_____

_____

2 YOUTHS, MAN HELD IN ROBBERY

CEDAR RAPIDS, IA. - TWO JUVENILES AND ONE ADULT WERE ARRESTED TUESDAY NIGHT ON CHARGES OF ARMED ROBBERY OF A GROCERY STORE.

THE JUVENILES WERE GIVEN UNTIL WEDNESDAY TO ENTER PLEAS IN LINN COUNTY DISTRICT COURT. EACH WAS TAKEN TO THE COUNTY JAIL AND HELD ON $5,000 BONDS.

THE ADULT, JOHN SMITH, WILL APPEAR IN COURT ON JULY 8. HE IS BEING HELD IN THE COUNTY JAIL UNDER $10,000 BOND.

COUNTY ATTORNEY ROBERT JONES SAID THE BOYS WERE CHARGED AS ADULTS BECAUSE OF THE SERIOUSNESS OF THE CRIME.

1. WHAT HAPPENED IN THE NEWSPAPER STORY?_____

_____

_____

2. WHAT LAW WAS BROKEN?_____

_____

LESSON #4 SCOPE OF LESSON

To introduce the concept that when a person breaks a law he can be punished.

To initiate discussion about law enforcement.

To consider the concept that a person is guilty of breaking a law even if he is not apprehended.

INSTRUCTIONAL OBJECTIVES

To be able to verbally express the idea that if someone breaks a law he can be punished.

To list on an experience chart the kinds of punishments people may receive if they break a law.

To be able to tell who decides the punishments for people who break laws.

To answer negatively the question posed in the booklet, You and the Law, and tell why this is the correct answer.

NEEDED RESOURCES

Bulletin board

Chart paper

Bulletin board letters for heading, *A Kid in Trouble*

Experience chart from Lesson #3

You and the Law pamphlet distributed by Kiwanis International, 101 East Eric Street, Chicago, Illinois, 60611, Copyright, 1963. Copies for all students in the class.

Notes

TEACHING SEQUENCE

1. Hank broke the law:

Put the heading *A Kid in Trouble,* over the two pictures on the bulletin board. Then discuss what happened to Hank yesterday and say, "MR. SNIDER SAID HANK BROKE A LAW. WHAT DOES THAT MEAN?" Discuss; also, read the experience chart developed in Lesson #3.

Say, "DOES ANYONE REMEMBER WHAT LAW MR. SNIDER SAID HANK BROKE? YES, THE LAW HE BROKE WAS THE LAW THAT SAYS YOU CAN'T SHOPLIFT. HANK BROKE THE LAW BECAUSE HE TOOK A RECORD WITHOUT PAYING FOR IT. THE LAW SAYS YOU CAN'T TAKE SOMETHING FROM A STORE AND TRY TO HIDE IT SO YOU CAN GET OUT WITHOUT PAYING FOR IT.

"HANK GOT CAUGHT WHEN HE BROKE THE LAW AND IS IN TROUBLE. MR. SNIDER IS GOING TO CALL THE POLICE. PEOPLE CAN GET IN TROUBLE BECAUSE OF BREAKING A LAW--THEY CAN BE PUNISHED. WHAT DOES THE WORD PUNISH MEAN? WHAT KINDS OF PUNISHMENT CAN PEOPLE GET FOR BREAKING LAWS? (Jail terms, fines, court appearances, etc.) WHO DECIDES WHAT PUNISHMENT PEOPLE WILL GET?" (The courts and judges, not the police.) Comment that police are only involved in law enforcement, not punishment.

2. What if you don't get caught?

Continue the discussion by saying, "MR. SNIDER SAW HANK TRY TO STEAL THE RECORD AND NOW HANK'S IN TROUBLE BECAUSE HE BROKE THE LAW ABOUT SHOPLIFTING. BUT WHAT IF MR. SNIDER HADN'T SEEN HANK? WHAT IF HANK HAD MANAGED TO WALK OUT OF THE STORE AND HAD TAKEN THE RECORD HOME? WOULD

HE HAVE BROKEN THE LAW EVEN IF HE HADN'T BEEN CAUGHT?"

Discuss that someone is guilty of breaking a law when they steal, etc. Even if they are not caught they have still broken the law. Discuss with the students that some people (including some adults) feel it's all right to break a law like shoplifting just as long as they don't get caught. Some people may feel it's smart, that everyone else does it and therefore it's okay, that it is a good way to get merchandise without having to pay for it, etc. Stress, however, that breaking a law is wrong, and it is wrong whether the person gets caught or not.

Continue: "SOMETIMES WHEN A PERSON BREAKS A LAW AND DOES NOT GET CAUGHT, HE THINKS HE IS VERY LUCKY. AND BECAUSE IT MAY HAVE SEEMED PRETTY EASY TO BREAK THE LAW THE FIRST TIME, A PERSON MAY BE TEMPTED TO TRY IT AGAIN. TODAY WE'RE GOING TO LOOK AT A BOOKLET CALLED YOU AND THE LAW. WE'RE GOING TO BE USING THIS BOOK SEVERAL TIMES AS WE TALK ABOUT LAWS. (Pass out copies and let students briefly look through them.) NOW TURN TO PAGE 12. HERE IS A STORY ABOUT A PERSON WHO THOUGHT HE WAS VERY LUCKY. WE'LL READ THE STORY AND THEN SEE WHAT YOU THINK."

Read the section entitled, "Was Pete Lucky?" on pages 12 and 13 and then discuss the question posed in the material.

Notes

3. Experience chart:

Help students write an experience chart:

Getting in Trouble

If someone breaks a law, they can get into trouble. They might be punished by having to go to court, to jail, or pay a fine.

Even if someone doesn't get caught, they have broken the law if they've done something they're not supposed to do. Breaking the law is wrong even if you're not caught.

4. Copy Chart:

Have students copy the experience chart to keep in notebooks.

LESSON #5 SCOPE OF LESSON

To review shoplifting as a law violation.

To emphasize that paying for an item or giving back an item which has been stolen does not change the fact that the law was broken.

To emphasize the fact that a person is breaking the law if he helps someone else shoplift.

INSTRUCTIONAL OBJECTIVES

To be able to read a transparency about the shoplifting law

To be able to portray in dramatized situation that:

1. Paying for or returning a shoplifted item does not absolve guilt for breaking a law, and
2. Helping someone else shoplift by concealing merchandise for them is against the law.

NEEDED RESOURCES

Overhead projector

Tape #2 (if necessary)

Transparency #3

TEACHING SEQUENCE

Notes

1. Law is broken even if Hank offers to pay:

Say, "HANK GOT CAUGHT TRYING TO SHOPLIFT. HE HID THE RECORD IN HIS NOTEBOOK SO HE COULD GET OUT OF THE STORE WITHOUT HAVING TO PAY FOR IT. MR. SNIDER STOPPED HIM BEFORE HE GOT OUTSIDE. IF HANK OFFERS TO GIVE THE RECORD BACK OR TO GET ENOUGH MONEY TO PAY FOR IT, WILL THIS MAKE IT ALL RIGHT? IF HE DOES THIS, WOULD HE STILL BE BREAKING THE LAW? THE OTHER PERSON MR. SNIDER CAUGHT SHOPLIFTING OFFERED TO PAY FOR THE WATCH HE TOOK. WHAT DID MR. SNIDER SAY ABOUT IT?"

Replay tape recording #2, if necessary, and listen to see what Mr. Snider said. Stress that the law is broken when someone actually picks up and hides something, trying to shoplift it. Paying for it or giving it back does not change the fact that the law was broken. A person can be punished for shoplifting even though he may not have a chance to take the merchandise home and use it. Trying to pay for it, or giving it back to the store, will not change the fact that the law about shoplifting was broken.

2. Helping a shoplifter is against the law:

Say, "IF SOMEONE GIVES ANOTHER PERSON THINGS FROM A STORE TO HIDE IN HIS CLOTHING OR PURSE, AND THE STUFF IS FOUND, THIS SHOWS THAT THE PERSON WHO HAS THE THINGS IN HIS CLOTHING IS ALSO TRYING TO SHOPLIFT." Discuss that even though a person may not actually take an item off the shelf, if he hides something that someone else shoplifted, he is breaking the law by hiding or concealing the merchandise.

3. Dramatization:

Present several examples of situations for students to dramatize. Read the paragraph below which describes the situation. Discuss the various character roles; assign different students to play each character part. If necessary, guide the dramatization by asking questions, giving suggestions, etc., insuring that points which are to be emphasized are brought out by the students during the role-playing experience.

Situations:

(a) Joe and Sam go into a drug store to buy some candy bars and gum. Joe takes a paperback book from the magazine shelf and slips it into Sam's coat pocket. *Possible developments--*

(1) The boys are caught before they leave the store.

(2) Joe says he isn't guilty of shoplifting because he doesn't have any unpurchased merchandise in his possession.

(3) Sam says he isn't guilty because Joe was the one who put the book in his pocket.

(b) Sally is shopping in a department store. She picks up a tube of lipstick from the cosmetic counter and puts it in her purse. She sees a clerk looking at her so she quickly puts the lipstick back on the shelf. The clerk calls the store manager, who stops Sally and says she is shoplifting. *Possible developments--*

(1) Sally insists she hasn't shoplifted because she put the lipstick right back

(2) The store manager says Sally is in trouble because she tried to steal the lipstick. It doesn't matter that she didn't get a chance to use it.

Notes

(c) Bill swipes an expensive tie from a clothing store. He gets clear outside the store before the store owner stops him. The store owner is very angry and Bill gets very scared. He says he will pay for the tie if the man will just let him go. (In this situation discuss how the store owner feels and why he might get very angry. Also discuss why Bill would feel frightened.)

4. Review. Transparency #3

Have students read it orally:

SHOPLIFTING

Shoplifting is when a person goes into a store and tries to hide something so he can take it without paying for it.

A person breaks the law by picking up things and hiding them. It doesn't matter if the person doesn't get outside the store before he is caught.

Even if a person offers to pay for the things or give them back, he has still broken the law and can be punished.

SHOPLIFTING

SHOPLIFTING IS WHEN A PERSON GOES INTO A STORE AND TRIES TO HIDE SOMETHING SO HE CAN TAKE IT WITHOUT PAYING FOR IT.

A PERSON BREAKS THE LAW BY PICKING UP THINGS AND HIDING THEM. IT DOESN'T MATTER IF THE PERSON DOESN'T GET OUTSIDE THE STORE BEFORE HE IS CAUGHT.

EVEN IF A PERSON OFFERS TO PAY FOR THE THINGS OR GIVES THEM BACK, HE HAS STILL BROKEN THE LAW AND CAN BE PUNISHED.

LESSON #6 SCOPE OF LESSON

To introduce the concept that there are reasons for having laws.

To introduce the concept of property rights.

To help students relate the law of shoplifting to property rights.

INSTRUCTIONAL OBJECTIVES

To be able to express an opinion in a simulated radio participation show.

To be able to explain what the term "property rights" means.

To be able to cite one reason for having a law about shoplifting.

NEEDED RESOURCES

Tape recorder
Telephones
Chart paper
Bulletin board
Photograph #3
Sentence strips for bulletin board
Tape recording #3

TEACHING SEQUENCE

Notes

1. Bulletin Board:

Before the class period, put the picture of Chuck Shay on the bulletin board. Beneath the picture display sentence strips that say, *This is Chuck Shay.*
He is Hank's friend.

2. Introduction of Chuck:

Begin the lesson by saying, "TODAY WE'RE GOING TO MEET SOMEONE ELSE. DO YOU KNOW WHO IT IS?" Discuss what the sentences on the bulletin board say. Continue: "CHUCK KNOWS THAT HANK IS IN TROUBLE BECAUSE HE WAS IN THE DISCOUNT STORE WHEN HANK GOT CAUGHT. LET'S SEE WHAT CHUCK HAS TO SAY ABOUT IT."

3. Play tape recording #3:

CHUCK'S DIALOGUE

"Hi! I'm Chuck Shay and I'm Hank's friend. We have the same classes in Junior High School. I just happened to be in the store the other day when Hank got caught and I saw the whole thing. Wow! Was that store man ever mad! He grabbed Hank by the coat and wouldn't let him go. All he'd say was that Hank was in real trouble and he was going to call the police. Gee, all Hank did was swipe one little record. It isn't worth hardly anything. Why such a big deal about that? That store man shouldn't get so upset about one lousy record."

"So there's a law about shoplifting. It seems like kind of a stupid law to me. I know lots of guys who have swiped stuff from stores. What difference does it make? Why have a stupid law like that? I don't think people should have to follow a law that is so stupid!"

4. Radio Show:

Say, "CHUCK ASKS WHY THERE IS A LAW THAT SAYS PEOPLE CAN'T SHOPLIFT. HE SEEMS TO THINK IT ISN'T A VERY GOOD LAW. WHAT DO YOU THINK? THIS MIGHT BE A GOOD QUESTION TO ASK ON A 'VOICE YOUR OPINION' RADIO SHOW."

Conduct a telephone participation show. Have students use telephones to call in and express their opinions (the teacher should serve as moderator). Guide discussion by asking questions such as "WHY IS THERE A LAW LIKE THIS? WHY DO YOU THINK THEY MADE THIS INTO A LAW? WHAT WOULD HAPPEN IF THERE WERE NO LAWS ABOUT SHOPLIFTING? IS THIS REALLY A STUPID LAW?", etc.

(Telephones are often available from local telephone companies.)

Alternate Activity "Man on the Street," interviewer (teacher) asks people "on the street" about the shoplifting law. Have participants (students) talk into a tape recorder. Replay tape for discussion.

5. Reason for Law:

Continue the discussion by asking, "WHAT DO YOU THINK MR. SNIDER WOULD SAY IF HE CALLED IN TO 'VOICE YOUR OPINION'? HOW DOES HE FEEL ABOUT THE SHOPLIFTING LAW? WHY DOES HE THINK SUCH A LAW IS A GOOD ONE? HE TELLS HANK WHY THERE IS A SHOPLIFTING LAW. DO YOU REMEMBER WHAT MR. SNIDER SAID?" Play tape recording #2 again, if necessary.

Notes

6. Experience Chart:

Write an experience chart with students and have them read it orally.

Why There Are Laws

There are reasons for having laws. Laws aren't made just to be mean to people.

One reason for having a shoplifting law is to help stores keep from having all the merchandise stolen.

If we try to figure out the reasons for laws, it is easier for us to see the importance of following them.

7. Copy Chart:

Have students copy the experience chart to keep in their notebooks.

LESSON #7 SCOPE OF LESSON

To impress on the students the financial loss to store owners when merchandise is shoplifted.

To structure a situation so the students will realize that shoplifting is just as wrong as if the store owner would steal from the student.

To focus on the concept that laws such as those against shoplifting are necessary if people are to live as members of society.

INSTRUCTIONAL OBJECTIVES

To be able to compute the value of merchandise that is shoplifted from a store in a hypothetical case.

To be able to contribute to the development of an experience chart expressing the idea that shoplifting from a store is just as wrong as a store manager stealing from his customers.

To be able to verbalize the idea that laws are necessary for order and safety.

To be able to verbalize the idea that in terms of law, it doesn't matter who things are stolen from; rather, the law is broken when something is actually stolen.

NEEDED RESOURCES

Overhead projector

Chart paper

Transparencies 4, 5, 6, 7, 8

Notes

TEACHING SEQUENCE

1. Financial loss from shoplifting:

Introduce lesson by saying, "CHUCK SHAY STILL THINKS THE LAW ABOUT SHOPLIFTING IS RATHER STUPID AND HE DOESN'T SEE WHY MR. SNIDER IS SO UPSET WITH HANK. IF CHUCK WERE TO GO TO THE DISCOUNT STORE AND TALK WITH MR. SNIDER PERHAPS HE WOULD SAY SOMETHING LIKE THIS . . . " (Project Transparency No. 4 without overlay in place.)

Have students read what Chuck is saying. Then add the overlay and read what Mr. Snider's reply to Chuck is. Discuss that the loss of one small item like a record may seem unimportant, but if many people take small items, the store loses a great deal of merchandise. While the loss of a record seems small to Chuck, Mr. Snider is aware that the record, plus the $50.00 watch, plus the other things that have been shoplifted make a large loss. Thus, he knows how expensive this total loss can be to a store.

Using Transparency #5 show an example of how this kind of loss can add up quickly for the store. Say, "SOMEONE TRIED TO STEAL A $50.00 WATCH. HANK TRIED TO TAKE A RECORD THAT COSTS $1.98. HOW MUCH DO THESE ADD UP TO?" Ask someone to add them. Write this amount on the transparency. Say, "HOW WOULD YOU LIKE IT IF SOMEONE TOOK $51.98 FROM YOU?"

2. Stealing by anyone:

Show Transparency No. 6 without overlay in place; and read what Chuck is saying. (Try to present Chuck's point of view without moralizing or "preaching.") Add the overlay to show Mr. Snider's reply and have students read it.

Discuss how a store manager might steal from or cheat his customers, e.g., shortchange them, pick the pockets of people in his store, etc. Talk about how this would make us feel if this happened to us.

Discuss that if one person can steal, everyone else should have a right to do it, too. If Chuck can steal from a store, then the store manager should have a right to steal from him.

3. If everyone steals?

Say, "CHUCK STILL ISN'T SO SURE THE SHOPLIFTING LAW IS A GOOD ONE. HE'S STILL TALKING TO MR. SNIDER. LET'S SEE WHAT HE HAS TO SAY." Project Transparency No 7 (without the overlay in place). Have students read the question Chuck poses Add the overlay and have students read it

Discuss Mr. Snider's question, "What would happen if everyone took things that did not belong to them?" Talk about what it would be like if everyone stole from the lockers at school, from cars parked on the street, from houses where we live, etc. Stress how frustrating and confusing everything would be if there was such widespread stealing.

4. Act of stealing against the law:

Project Transparency No. 8 without the overlay in place and read what Chuck says. Ask why he might feel shoplifting is different than stealing from an individual person. Then add the overlay to see what Mr. Snider's

Notes

reply is. Have students read it. Discuss the idea that it's the act of stealing which is against the law. Some people may feel it is all right to steal from a store because a store isn't a single individual, it doesn't have feelings, it is just a big building, etc. Stress, however, that in terms of the law it doesn't matter who things are stolen from. The law is broken when something is actually stolen.

Alternate activity: Invite manager from a local store to talk to class about the problems of shoplifting. Some suggestions for the talk might be: cash value of amount taken, affect of shoplifting on prices, one-way glass and mirrors, and what the manager does when he apprehends juveniles who are shoplifting.

5. Experience chart:

Summarize the class discussion by writing an experience chart.

It Does Matter What You Do!

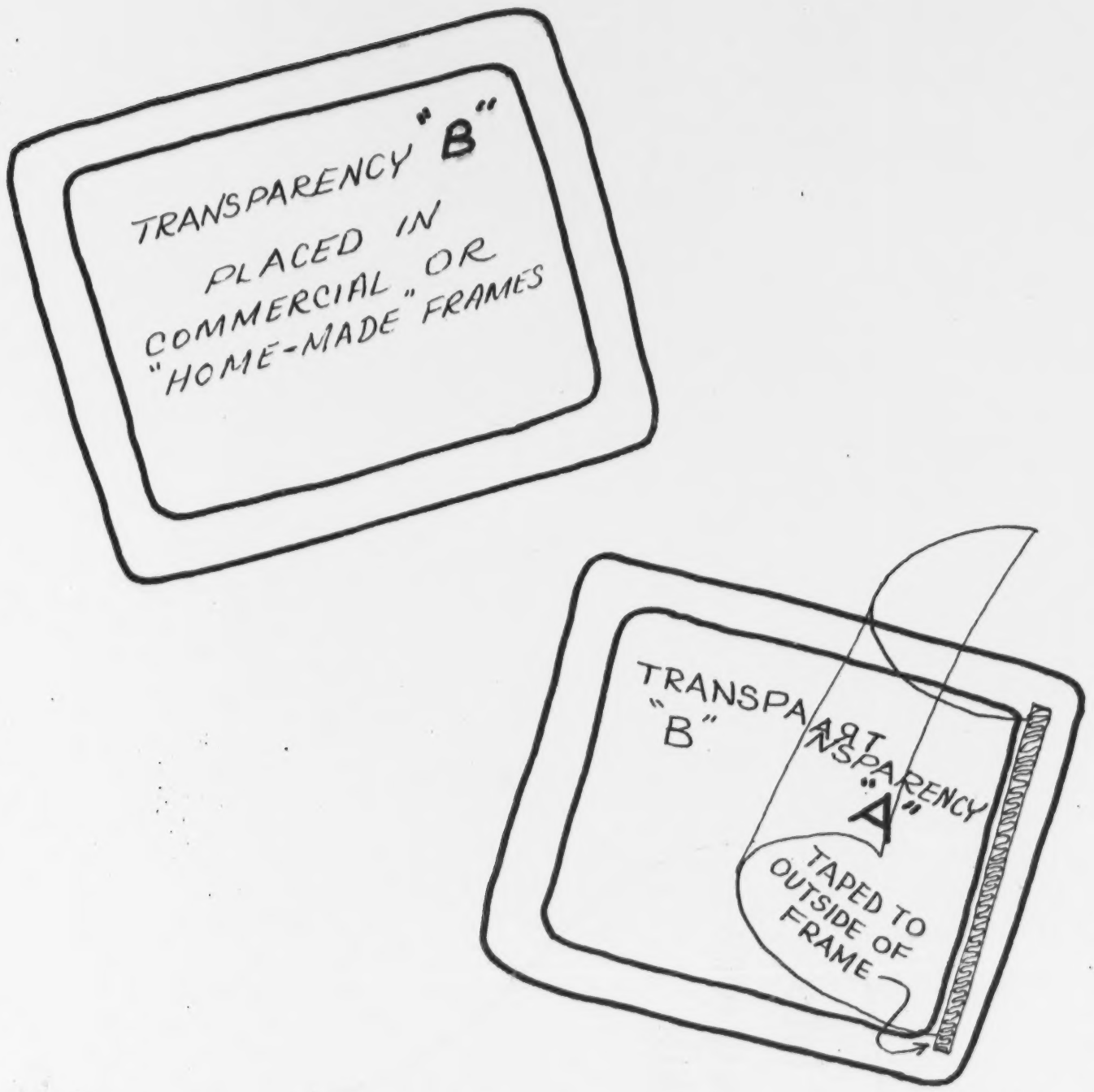
One person might think a store won't be hurt much if he takes something little. But if a lot of people take things, the store can lose a lot of merchandise.

If you steal from a store, maybe the store manager should have the right to steal from you.

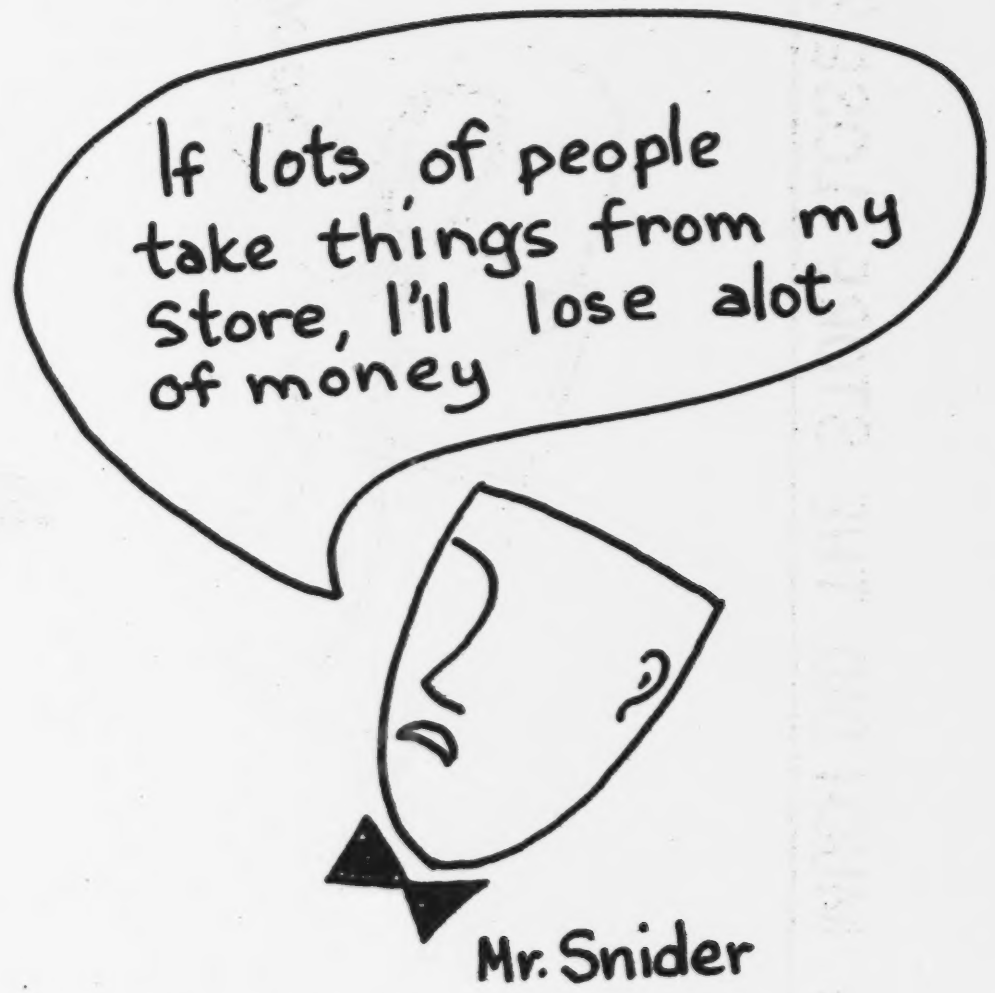
6. Copy chart:

Have students copy the experience chart to keep in their notebooks.

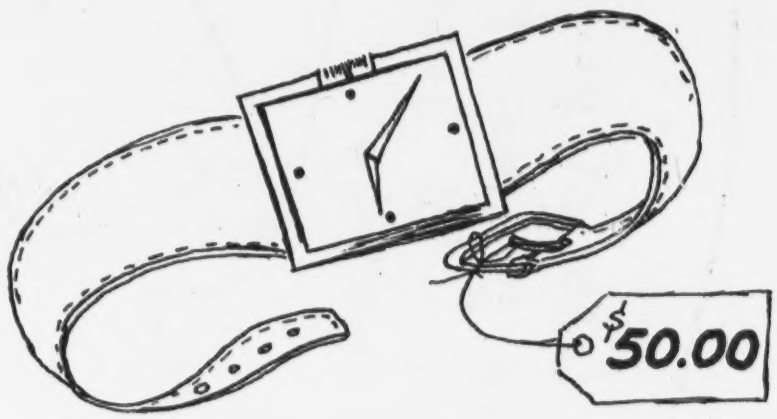
CONSTRUCTION OF TRANSPARENCIES #4, 6, 7, 8

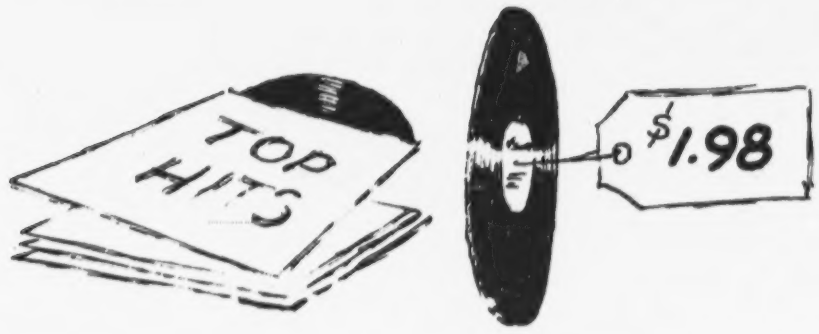


The store has lots of stuff. They won't miss one little record.
Chuck


If lots of people take things from my store, I'll lose alot of money
Mr. Snider

HOW MUCH DID THE STORE LOSE?





$$\begin{array}{r} 50.00 \\ +\ 1.98 \\ \hline \end{array}$$

It's ok for ME
to steal things,
as long as I don't
get caught!
Chuck

Then it's ok for me to steal things from you, as long as I don't get caught!
Mr. Snider

T/7A

What would happen if EVERYONE took things that do not belong to them?
Mr. Snider

Heck, shoplifting from a store is not the same as stealing from a person!
Chuck

T/8A

STEALING is still stealing no matter WHO you steal from!
Mr. Snider

LESSON #8 REVIEW (OPTIONAL)

SCOPE OF LESSON

To review previous lessons.

To appraise student understanding of key words and/or concepts.

INSTRUCTIONAL OBJECTIVES

To be able to give definitions for certain key words and phrases selected from experience charts developed by the class.

NEEDED RESOURCES

Overhead projector

Bulletin board

Experience charts from previous lessons

Transparencies #1, 2, 3, 5, 9

Duplicated Worksheets #3

TEACHING SEQUENCE

1. Review charts and transparencies:

Say, "WE'VE BEEN TALKING ABOUT HANK WINSLOW, WHO IS A KID IN TROUBLE (Point to the title on the bulletin board). WE'RE TALKING ABOUT HANK SO WE CAN LEARN SOMETHING ABOUT LAWS AND WHY THEY ARE IMPORTANT. PERHAPS WE NEED TO TAKE SOME TIME TODAY TO REVIEW WHAT WE'VE TALKED ABOUT SO FAR." Read all of the experience charts developed in the lessons to date and discuss Transparencies #1, 2, 3, 5. Review in sequence).

Notes

2. Definitions of words:

Continue: "THERE ARE SOME IMPORTANT WORDS FOR US TO KNOW WHEN WE'RE DISCUSSING HANK AND HIS PROBLEMS. WE'RE GOING TO START A LIST OF THESE WORDS TO MAKE SURE WE KNOW WHAT EACH WORD MEANS." Project Transparency #9. Have students give a definition for each word; write these definitions on the transparency:

1) *Rule* - Something which tells us what we can or cannot do.
2) *Law* - a kind of rule which is important for everyone to follow.
3) *Steal* - to take something that doesn't belong to you.
4) *Punish* - something that can be done to people who do something wrong.
5) *Shoplift* - taking things from stores and hiding them in clothing or somewhere else so they won't have to be paid for.
6) *Merchandise* - the things that stores have to sell.
7) *Premises* - the building where the store is.
8) *Conceal* - hiding something
9) *Property* - things that people or stores own.

3. Copy definitions:

Pass out duplicated Worksheet #3. Have students copy the definitions to keep in their notebooks.

1. RULE_____

2. LAW_____

3. STEAL_____

4. PUNISH_____

5. SHOPLIFT_____

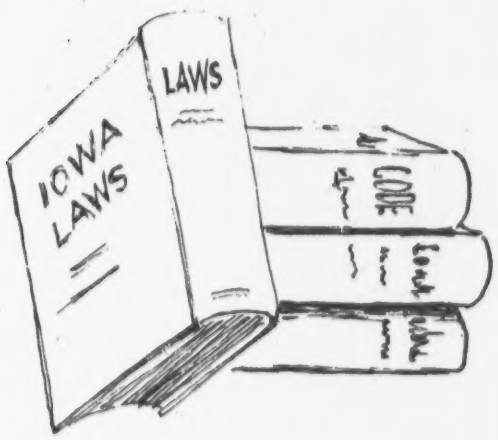
6. MERCHANDISE_____

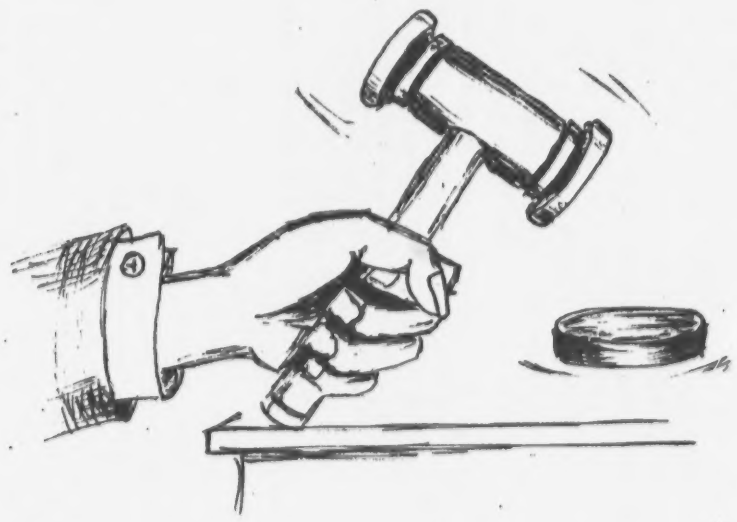
7. PREMISES_____

8. CONCEAL_____

9. PROPERTY_____

NAME _____ DATE _____





1. RULE _____

2. LAW _____

3. STEAL _____

4. PUNISH _____

5. SHOPLIFT _____

6. MERCHANDISE _____

7. PREMISES _____

8. CONCEAL _____

9. PROPERTY _____

WS/3

LESSON #9 SCOPE OF LESSON

To acquaint students with the procedures involved when a person is caught shoplifting.

To introduce the role of the probation officer.

INSTRUCTIONAL OBJECTIVES

To be able to relate what the police do when a juvenile is apprehended for shoplifting.

NEEDED RESOURCES

Tape recorder — Tape recording #4

Overhead projector

Chart paper

TEACHING SEQUENCE

1. Introduction of what happens to Hank next:

STORE MANAGER'S DIALOGUE

Mr. Snider's voice -"COME WITH ME, YOUNG MAN, WE'RE GOING TO THE OFFICE AND I'M GOING TO CALL THE POLICE!

NARRATION

"DO YOU REMEMBER WHO THIS IS? RIGHT, IT'S MR. SNIDER, THE STORE MANAGER AND HE IS TALKING TO HANK WINSLOW. LISTEN TO WHAT HAPPENED NEXT TO HANK. MR. SNIDER TOOK HANK TO HIS OFFICE IN THE STORE AND MADE HIM SIT DOWN IN A CHAIR WHILE HE CALLED THE POLICE. HE DIALED THE NUMBER OF THE POLICE STATION. WHEN THE POLICE-

Notes

MAN ON DUTY ANSWERED THE PHONE, MR. SNIDER TOLD HIM HIS NAME, THAT HE WAS MANAGER AT THE DISCOUNT STORE, AND THAT HE HAD CAUGHT A YOUNGSTER TRYING TO SHOPLIFT. THE POLICEMAN SAID HE WOULD SEND SOMEONE TO THE STORE FOR AN INVESTIGATION.

"HANK HAD TO SIT IN THE OFFICE WITH MR. SNIDER AND WAIT UNTIL THE POLICEMAN CAME. MR. SNIDER DIDN'T SAY ANYTHING AND HANK FELT PRETTY TERRIBLE. HE WAS SCARED BECAUSE HE DIDN'T KNOW WHAT THE POLICE WERE GOING TO DO WHEN THEY GOT THERE. HE ALSO FELT A LITTLE ASHAMED AND EMBARRASSED.

"FINALLY, AFTER WHAT SEEMED A VERY LONG TIME, A POLICEMAN WALKED INTO THE OFFICE AND STARTED TALKING TO MR. SNIDER. HE ASKED WHAT HAD HAPPENED. THE POLICEMAN TOLD HANK HE DIDN'T HAVE TO SAY ANYTHING NOW IF HE DIDN'T WANT TO. HE COULD WAIT UNTIL AFTER HE TALKED TO HIS PARENTS OR A LAWYER. HANK DIDN'T TRY TO LIE ABOUT IT. HE ADMITTED THAT HE HAD SWIPED THE RECORD.

"THE POLICEMAN STARTED TO ASK HANK SOME THINGS. HE WROTE DOWN HANK'S NAME, WHERE HE LIVED AND HOW OLD HE WAS. HE GOT MR. SNIDER'S NAME, THE NAME AND ADDRESS OF THE DISCOUNT STORE AND THE FACT THAT MR. SNIDER WAS MANAGER OF THE STORE. THEN HE QUICKLY WROTE DOWN WHAT MR. SNIDER AND HANK HAD SAID ABOUT WHAT HAD HAPPENED.

"THE POLICEMAN TOLD HANK TO COME WITH HIM TO THE POLICE STATION. HANK WAS REALLY SCARED NOW, BECAUSE HE DIDN'T KNOW IF THEY WERE GOING TO PUT HIM IN JAIL OR JUST WHAT WOULD HAPPEN. HE WAS TOO SCARED TO ASK ANY QUESTIONS.

"THEY GOT INTO A POLICE CAR AND DROVE TO THE POLICE STATION. THERE THE POLICEMAN TOOK HANK INTO THE MAIN PART OF THE OFFICE WHERE THERE WERE SOME DESKS AND CHAIRS. A POLICEMAN WHO WAS SITTING AT A SPECIAL KIND OF RADIO TALKED INTO A MICROPHONE AND THEN LISTENED TO SOMEONE ELSE WHO WAS TALKING. THERE WERE A COUPLE OF SECRETARIES SITTING AT DESKS USING TYPEWRITERS.

"THE POLICEMAN TOLD HANK TO SIT DOWN. HE ASKED HANK WHAT HIS FATHER'S NAME AND HIS TELEPHONE NUMBER WERE THE POLICEMAN SAID HE HAD TO CALL HANK'S PARENTS AND THAT HANK WOULD BE HELD AT THE POLICE STATION UNTIL HE COULD BE RELEASED TO HIS PARENT'S CUSTODY. HANK DIDN'T KNOW FOR SURE WHAT THIS MEANT BUT HE DID KNOW HIS DAD WAS GOING TO BE PRETTY MAD WHEN HE FOUND OUT ABOUT ALL THIS.

"THE POLICEMAN CALLED HANK'S HOME AND EXPLAINED TO HIS FATHER THAT HE WOULD HAVE TO COME DOWN TO THE POLICE STATION TO GET HANK. IN THE MEANTIME, HANK HAD TO JUST SIT AND WAIT. THE POLICEMAN STARTED TO FILL OUT SOME PAPERS. HE ASKED HANK SOME MORE QUESTIONS, LIKE WHAT CLASS HE WAS IN AT SCHOOL AND IF HE HAD EVERY BEEN IN TROUBLE BEFORE.

"FINALLY HANK'S FATHER CAME TO THE POLICE STATION THE POLICEMAN SAID HANK COULD GO HOME AND THAT THEY WOULD GET A LETTER IN A DAY OR TWO TELLING THEM TO COME IN AND SEE THE PROBATION OFFICER. HANK'S FATHER HAD TO PROMISE HE WOULD SEE TO IT THAT HANK KEPT THE APPOINTMENT WITH THE PROBATION OFFICER."

2. Experience chart:

Ask, "WHAT DID THE POLICE DO AFTER MR. SNIDER CALLED THEM? LET'S SEE IF WE CAN REMEMBER WHAT THEY DID." Replay the tape, if necessary, and write an experience chart similar to the following:

Notes

What the Police Did

A policeman came to the store after Mr. Snider called. He asked what happened and wrote everything down. This is called an investigation.

Then the policeman took Hank to the police station. He called Hank's father and told him to come and get Hank.

The policeman made Hank's father promise that Hank would see the probation officer.

3. Copy Chart:

Have students copy chart for their notebooks.

LESSON #10 SCOPE OF LESSON

To emphasize the role of the police in enforcing laws.

To acquaint students with the job of the probation officer.

INSTRUCTIONAL OBJECTIVES

To be able to write an experience chart which discusses the role of the police and the probation officer.

NEEDED RESOURCES

Tape recorder

Chart paper

Experience chart from Lesson #9

Tape for recording experience chart

TEACHING SEQUENCE

1. Read the experience chart written in Lesson #9.

Discuss the story which explained what the police did when Mr. Snider called them. Then say, "WELL, HANK WAS NOT PUT IN JAIL. HE GOT TO GO HOME RIGHT AWAY. IS THIS ALL THAT'S GOING TO HAPPEN TO HIM? IS HE FREE AND OUT OF TROUBLE? Encourage students to express their opinions. Bring out that the police didn't just let Hank go. They kept him at the police station until he could be released to his parents' custody. Ask students what they think this means; write the phrase on the chalkboard. Discuss that this means the parents, in effect, promise to take the youngster home and keep him out of trouble. If the police cannot contact the parents, they will call a relative or close neighbor--someone who is responsible and will see to it that the youngster does not go out and get in trouble again. If the police cannot find the parents or a relative, they might call the probation officer. The young person will be held, or detained, at the police station until they find someone to release him to.

Notes

2. Role of the police:

Continue: "WE'VE BEEN TALKING ABOUT WHAT THE POLICE DID IN HANK'S CASE. WHY DID THEY GO TO THE DISCOUNT STORE AND INVESTIGATE WHAT HAPPENED? WHY DID THEY KEEP HANK AT THE POLICE STATION? HAVE THEY DECIDED HOW HANK IS GOING TO BE PUNISHED? IS THIS PART OF THEIR JOB? WHY DO WE HAVE POLICE?

Discuss the kind of job police have. They enforce laws, that is, they see that people follow or obey laws. When someone does not follow a law, it is the duty of the police to apprehend the person, investigate what happened, and initiate the first steps in bringing the accused person before the courts. The police do not decide whether or not someone is guilty, or what punishment he will receive. These functions belong to the courts. Stress that both the police and the courts have the job of enforcing laws, that is, seeing to it that people obey them.

3. Role of the probation officer:

Next, point out that the police told Hank and his father that they would be hearing from the probation officer soon and they would have to come to his office for an appointment. Ask the students if they know what a probation officer does. Explain that this man is a person who is hired to investigate or find out about young people who get in trouble. He tells a court judge what he thinks should be done with the young person and then may check on that person for a period of time to see that he doesn't get in trouble again.

4. Write an experience chart and have students tape-record it:

Notes

The chart might be as follows:

Not Out of Trouble Yet

Hank wasn't put in jail. He didn't get off free, though. He had to be released to his parents' custody. This means they had to promise to keep him out of trouble.

Hank has to see the probation officer, too. His job is to find out about Hank. He will talk to the judge about what should be done with Hank next.

The job of the police, the probation officer, and the judge is to enforce laws. This means they see to it that people follow laws and take care of those people who do not.

LESSON #11 SCOPE OF LESSON

To introduce the terms, "juvenile" and "adult."

To help students understand that juvenile offenders are treated differently than adult offenders.

INSTRUCTIONAL OBJECTIVES

To be able to read the words "juvenile" and "adult" and define them as they relate to the law.

To be able to explain verbally the difference between the ways juveniles and adults are treated if arrested.

NEEDED RESOURCES

Overhead projector Transparencies #2, 10, 11, 12

Chart paper

TEACHING SEQUENCE

1. Definition of juvenile:

Project Transparency #10 with all covers in place. Point to the words JUVENILES AND ADULTS at the top of the transparency Say, "I DON'T KNOW IF YOU'VE EVER SEEN THESE WORDS BEFORE. CAN ANYONE FIGURE OUT WHAT THE FIRST ONE IS? Help students to sound out the word Then remove the top cover of the first question, revealing Who is a juvenile? Discuss the question Point out that it means someone who is young

Continue: "THIS IS AN IMPORTANT WORD FOR US TO KNOW WHEN WE'RE TALKING ABOUT LAWS AND YOUNG PEOPLE IN TROUBLE. IN IOWA, WHERE WE LIVE, THE LAW SAYS THAT ANYONE WHO IS LESS THAN 18 YEARS OLD IS A JUVENILE. IS HANK A JUVENILE?

Notes

YES, THE POLICE WANTED TO KNOW HOW OLD HE WAS. BECAUSE HE IS 14, HE IS A JUVENILE. A PERSON'S AGE IS SOMETHING THAT THE POLICE HAVE TO FIND OUT RIGHT AWAY WHEN SOMEONE GETS IN TROUBLE."

Uncover the rest of the first question, revealing the definition of juvenile, Someone who is under 18 years of age. Ask, "WHAT IS THE DIFFERENCE BETWEEN A JUVENILE AND A JUVENILE DELINQUENT?" Comment that a juvenile delinquent is a person under 18 years of age who is in trouble with the police.

2. Definition of adult:

Point to the word ADULT on the top of the transparency. Ask if anyone knows the word If not, help students sound out the word Then remove the top cover of the second question on the transparency, Who is an adult? Discuss that this word means someone who has grown up.

Continue: THE LAW IN IOWA SAYS A PERSON IS AN ADULT AND IS NO LONGER A JUVENILE WHEN HE HAS HAD HIS EIGHTEENTH BIRTHDAY. THE OTHER GUY THAT MR. SNIDER CAUGHT SHOPLIFTING WAS 18 YEARS OLD, SO THE LAW SAYS HE IS AN ADULT AND WILL HAVE TO BE TREATED AS AN ADULT BY THE POLICE AND THE COURT." Uncover the rest of the second question, revealing the definition of adult: Someone who has had his eighteenth birthday

3. How are juveniles treated?

Project Transparency #11. Read the question: How are juveniles treated when they are in trouble? Say, "HANK IS IN TROUBLE. WHAT DID THE POLICE DO WHEN HE GOT IN TROUBLE? WHAT IS HE GOING TO HAVE TO DO NEXT?

Discuss the steps presented on Transparency #11. Review Hank's detention at the police station until he could be released to his parents' custody, and his appointment with the probation officer. The officer will explain appearing in juvenile court or whatever will happen to him next.'

4. How are adults treated?

Project Transparency #12. Read the question: How are adults treated when they are in trouble? Ask "WHAT ABOUT THE GUY WHO STOLE THE WATCH FROM MR. SNIDER'S STORE? BECAUSE HE IS 18, HE WILL BE TREATED AS AN ADULT. WHAT WILL THE POLICE DO?" Discuss the steps presented on Transparency #11. He will be taken to the police station. He may have to stay in jail for awhile or pay some money called bond money. This would allow him to go free until he had to appear in an adult court called a criminal court. Refer to Transparency #2 of a newspaper article used in Lesson #3 and point out the reference made to payment of bond.

Notes

5. Speaker:

Ask, "WHO COULD WE TALK TO TO LEARN MORE ABOUT WHAT HAPPENS WHEN JUVENILES AND ADULTS BREAK A LAW? Suggest that arrangements be made to have a local police officer or sheriff speak to the group.

6. Experience chart:

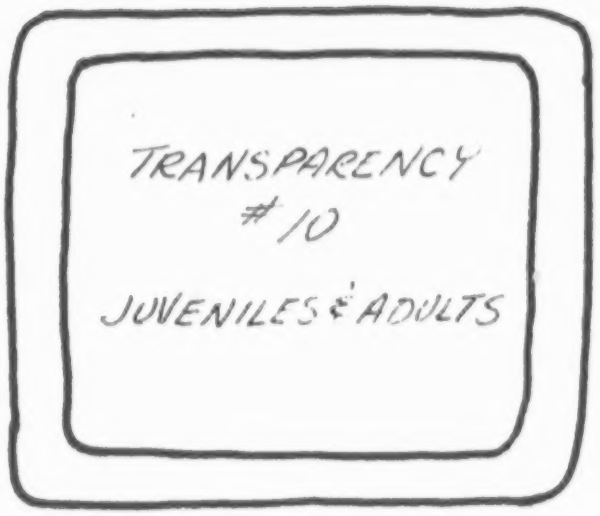
Write an experience chart to review the day's lesson:

How Juveniles and Adults are Treated

A juvenile is under 18 years of age. When a juvenile is arrested because he broke a law, he won't be put in jail. An adult is somebody who has had his eighteenth birthday. An adult might go to jail when he is arrested.

Sometimes adults pay bond money. Then they can leave the police station until they have to appear in court. Juveniles almost never have to pay bond money.

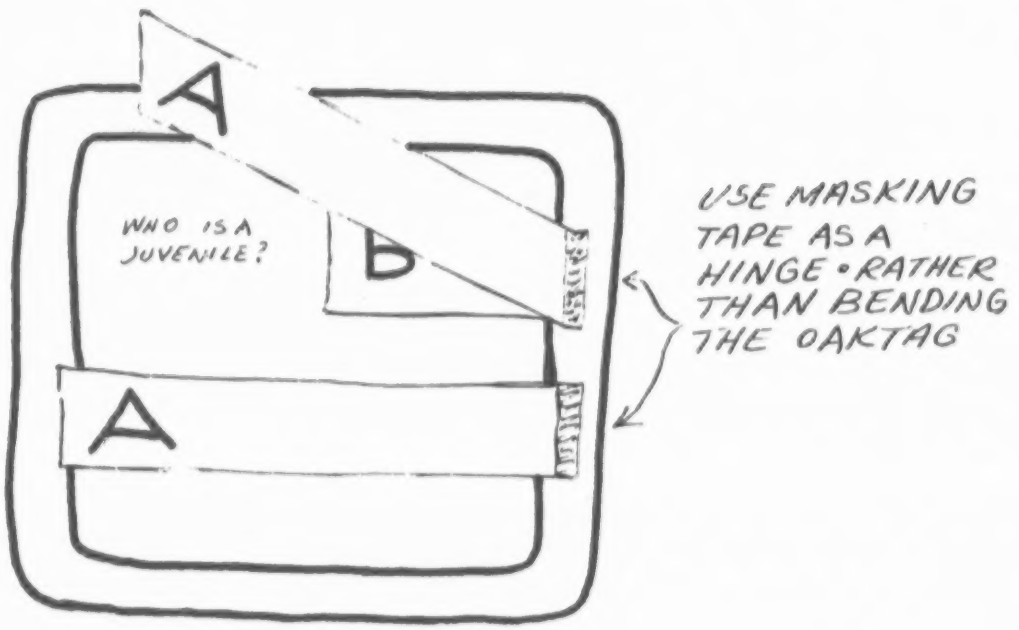
CONSTRUCTION OF TRANSPARENCY #10

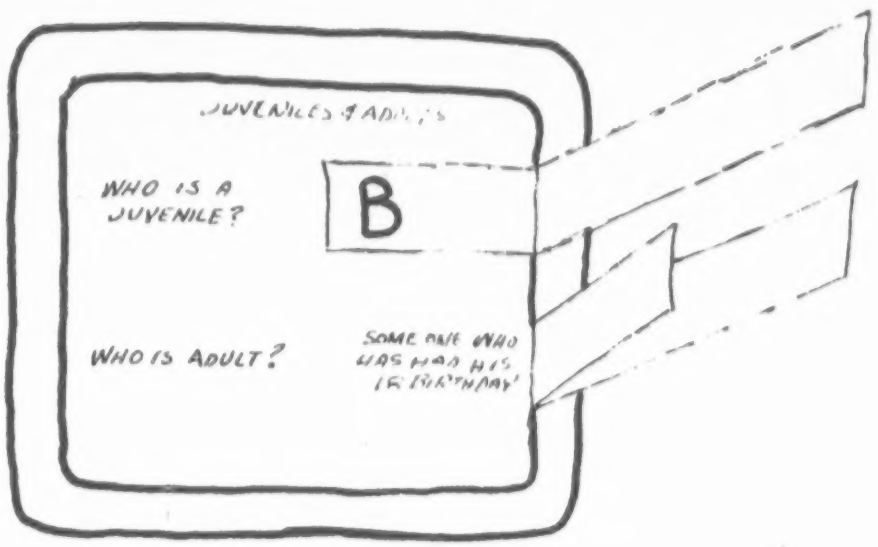


OAKTAG FLAPS.

2 "A" 2"x 10"

2 "B" 2"x 5"





JUVENILES & ADULTS

WHO IS A JUVENILE?

SOMEONE WHO IS UNDER 18 YEARS OF AGE

WHO IS AN ADULT?

SOMEONE WHO HAS HAD HIS 18TH BIRTHDAY

HOW ARE JUVENILES TREATED WHEN THEY ARE IN TROUBLE?

CAUGHT

1

2

THE WAIT

3

4

HOW ARE ADULTS TREATED WHEN THEY ARE IN TROUBLE?

CAUGHT

1

2

JAIL OR BAIL

3

4

LESSON #12 SCOPE OF LESSON

To provide the students an opportunity to visit personally with a law enforcement officer.

To have a law enforcement officer explain how he would handle the case of "Hank Winslow."

To acquaint students with the kinds of information that policemen obtain from juvenile offenders when they are apprehended.

INSTRUCTIONAL OBJECTIVES

To be able to ask relevant questions when a resource speaker comes to the classroom.

NEEDED RESOURCES

Tape recorder and tape for recording policeman's talk

Resource speaker - local police officer or sheriff

Duplicated worksheets #4

TEACHING SEQUENCE

1. Speaker:

Make arrangements for police officer or sheriff from the local police department to visit with the students. Prior to his visit, talk with the policeman and explain the purpose and nature of the lessons being taught. Give him a copy of the following information and questions, and ask him to consider these things when talking with the pupils:

Notes

To: Police Officer _____

From: _____ Junior High School Special Class

Concerning: What the police do when juveniles and adults are apprehended for shoplifting.

Our junior high school class has been studying lessons about juveniles and the law. We have been talking about a 14-year-old boy who was caught trying to shoplift a phonograph record from a discount store. If a store owner calls to the police station and says he caught a juvenile shoplifting what would you do?

1. Would you go to the store and pick up the boy?
2. What kinds of questions would you ask?
3. Are there forms or reports that you fill out? Could you bring some of them to class with you?
4. What would you do with the boy at the police station?
5. Would you ever keep a juvenile in jail?
6. Why would you decide to keep a juvenile in jail?
7. How do you contact the probation officer?
8. What would you do if an adult were caught shoplifting?
9. Why are juveniles and adults treated differently when they are arrested?

Thank you for your time.

Notes

2. Students read questions:

Give the pupils copies of the questions (Worksheet #4). Read and discuss these before the policeman comes to talk to the group. Some students may want to take notes during the talk with the policeman.

3. Discussion with policeman:

When the police officer comes to the classroom, arrange to tape record his talk. Ask the questions that were given to him prior to his visit and have him respond. Give pupils an opportunity to ask other questions if they wish.

4. Examination of forms:

Examine the forms used by the police and note the kinds of information requested. Discuss why such information is needed, especially age, parents' name, etc. Display the forms and reports on a bulletin board or chart.

Name_____ Date_____

QUESTIONS FOR POLICEMAN

If a store owner calls to the police station and says he caught a juvenile shoplifting what would you do?

1. Would you go to the store and pick up the boy?_____

_____

2. What kinds of questions would you ask?_____

_____

3. Are there forms or reports that you fill out?_____

_____

4. What would you do with the boy at the police station?_____

_____

5. Would you ever keep a juvenile in jail?_____

6. Why would you decide to keep a juvenile in jail?_____

_____

7. How do you contact the probation officer?_____

_____

8. What do you tell the probation officer?_____

_____

9. What would you do if an adult were caught shoplifting?_____

_____

10. Why are juveniles and adults treated differently when they are arrested?_____

_____

WS/4

LESSON #13 SCOPE OF LESSON

To review the different procedures for handling juvenile and adult offenders.

To explain to the students why juvenile offenders are handled differently.

INSTRUCTIONAL OBJECTIVES

To be able to listen to a tape recording of the policeman's talk and then tell at least one reason for treating adults and juveniles differently.

NEEDED RESOURCES

Tape recorder

Overhead projector

Transparencies #11, 12, 13

Tape recording of the police officer's talk from Lesson #12

TEACHING SEQUENCE

Notes

1. Replay of tape:

Refer to Transparencies #11, 12. Point out that the police officer talked about the question, How are juveniles and adults treated when they are in trouble?

Then say, "OFFICER _____ ALSO GAVE US SOME INFORMATION THAT WILL HELP US ANSWER THIS QUESTION. Project Transparency #13. "WHY AREN'T JUVENILES AND ADULTS TREATED THE SAME WAY?" Play the recording of the officer's talk and listen to find out specifically why juveniles and adults are treated differently when they are arrested.

2. Why laws are different:

Stress that the laws which tell police what they should do with juveniles were made for a very special reason. These laws were made to help protect young people. For example, the idea of not detaining juveniles in jail unless in extreme situations is to protect young people from being exposed to the frightening experience of confinement. If juveniles do have to be kept in jail, they're not put in the same cells with older people.

The laws concerning juveniles are designed with a certain amount of leniency to try to help young people who get in trouble. If a young person makes a mistake and gets in trouble, the law tries to help the youngster learn from that mistake so that he won't get in trouble again.

3. Experience chart:

Write an experience chart on the space provided on the transparency. Read the chart orally; then have students copy chart to keep in their notebooks.

WHY AREN'T JUVENILES AND ADULTS TREATED THE SAME WAY?

LESSON #14 SCOPE OF LESSON

To explain further the role the probation officer plays in enforcing laws, with an emphasis on the ways he helps the juvenile and his family.

INSTRUCTIONAL OBJECTIVES

To be able to contribute to a listing of duties performed by the probation officer handling Hank's case.

NEEDED RESOURCES

Bulletin board with photographs of Hank, Mr. Snider and Chuck Shay

Tape for recording

Tape recording #5

TEACHING SEQUENCE

1. Tape of what happens to Hank:

NARRATOR

"HANK LEFT THE POLICE STATION WITH HIS DAD - AND GOT A REAL GOOD BAWLING OUT FROM BOTH HIS FATHER AND MOTHER WHEN HE GOT HOME! THE NEXT DAY HANK DIDN'T FEEL MUCH LIKE GOING TO SCHOOL BUT HIS FOLKS THOUGHT IT WOULD BE THE BEST THING FOR HIM TO DO.

"IN THE AFTERNOON THE PRINCIPAL CALLED HANK INTO HIS OFFICE. HE SAID THE PROBATION OFFICER HAD CALLED AND HAD ASKED ABOUT HANK AND HOW HE GOT ALONG IN SCHOOL. HE WANTED TO KNOW IF HANK HAD EVER BEEN IN TROUBLE AT SCHOOL.

"THE PRINCIPAL ASKED HANK ABOUT WHAT HAD HAPPENED AT THE DISCOUNT STORE. HANK EXPLAINED THAT HE HAD NEVER TRIED TO SWIPE ANYTHING BEFORE, BUT WAS TEMPTED TO SHOPLIFT BECAUSE HE THOUGHT IT WOULD MAKE HIM FEEL BIG AND IMPORTANT. HANK CONFESSED THAT NOW, WITH ALL THE TROUBLE HE WAS IN, HE REALLY DIDN'T FEEL SO SMART.

"THE NEXT FEW DAYS DRAGGED BY FOR HANK. FINALLY A LETTER FROM THE PROBATION OFFICER CAME. IT TOLD HANK AND

Notes

HIS PARENTS TO COME TO HIS OFFICE THE FOLLOWING AFTERNOON.

(If speaker is present, stop tape here and introduce speaker. See alternate activity.)

"THEY WENT TO THE COURTHOUSE AND FOUND THE RIGHT OFFICE. THE PROBATION OFFICER WAS NAMED MR. MILES AND HE WAS ABOUT FORTY YEARS OLD. HE HAD ON A BROWN SUIT AND HE TALKED IN A RATHER QUIET VOICE. HE SAT DOWN WITH THE WINSLOWS AND TOLD THEM THAT HE HAD ASKED SEVERAL PEOPLE QUESTIONS ABOUT HANK AND HIS FAMILY DURING HIS INVESTIGATION. HE EXPLAINED THAT ALTHOUGH HANK HADN'T BEEN IN TROUBLE BEFORE, HE FELT THAT IT WOULD BE BEST TO BRING THIS CASE BEFORE THE JUVENILE COURT. MR. MILES, THE PROBATION OFFICER, TOLD HANK AND HIS PARENTS THAT THEY WOULD GET A LETTER TELLING THEM TO COME BACK TO THE COURTHOUSE IN A FEW DAYS FOR THE JUVENILE COURT HEARING."

(Note: In actual cases involving a first offense the probation officer would probably not bring the matter before juvenile court. He might decide to give the juvenile a lecture and/or place him on unofficial probation for a period of time. For purposes of instruction, however, a juvenile court appearance will be presented in these lessons.)

2. Role of Probation Officer:

Continue by stating, "IF A JUVENILE GETS IN TROUBLE BY BREAKING A LAW, THE PROBATION OFFICER IS AN IMPORTANT PERSON. HE HAS A GREAT DEAL OF RESPONSIBILITY. WHAT HAS MR. MILES DONE IN HANK'S CASE?" Point out that he conducted an investigation of Hank's background - his age, family situation, progress in school, attitude, etc.

The probation officer then uses this information in making his decision about what should be done in each case. He will also have responsibility when Hank appears in juvenile court. Bring out that a probation officer is a person who is hired by the court to help enforce laws, but also to help young people who get

in trouble. He is concerned about youngsters and will try to help them stay out of trouble. He is also someone juveniles can go to for counseling and advice.

Notes

3. Experience chart:

Write an experience chart about Hank's appointment with the probation officer:

Mr. Miles, the Probation Officer

The probation officer told the Winslows that Hank would have to appear in juvenile court.

The probation officer has an important job. He has to enforce laws but wants to help young people. His job is to help them stay out of trouble, not just to punish them.

4. Tape experience chart:

Select a student to read the experience chart. Tape record it.

5. Alternate Activity:

Invite probation officer to come and speak to class after playing tape of what happened to Hank (stopping tape at indicated point). Then tape record talk by probation officer rather than write the experience chart.

LESSON #15 SCOPE OF LESSON

To introduce the concept of "right to legal counsel."

To explain that a lawyer or attorney is a person who helps people by interpreting the law.

INSTRUCTIONAL OBJECTIVES

To be able to give a definition which is acceptable to the teacher of "right to legal counsel."

To be able to tell how a lawyer helps people who have to appear in court.

NEEDED RESOURCES

Tape recorder

Chart paper

Tape recording of experience chart or speaker from Lesson 14

Code of Iowa

Tape for recording

TEACHING SEQUENCE

1. Review:

For review, play the recording of the experience chart from Lesson #14.

2. Hank Needs a Lawyer:

TEACHER'S DIALOGUE

"BEFORE THE WINSLOWS LEFT THE OFFICE OF THE PROBATION OFFICER, MR. MILES EXPLAINED THAT HANK MUST BE REPRESENTED BY LEGAL COUNSEL AT THE JUVENILE COURT APPEARANCE. HANK DIDN'T KNOW WHAT THIS MEANT, SO MR. MILES EXPLAINED THAT HANK MUST HAVE A LAWYER TO HELP HIM WHEN HE APPEARS IN COURT.

Notes

"MR. MILES ASKED HANK'S FATHER IF HE COULD AFFORD, OR HAD ENOUGH MONEY TO PAY FOR, A LAWYER. IF HE COULDN'T AFFORD IT, THE COURT WOULD APPOINT SOMEONE AND PAY FOR IT FOR HIM. HOWEVER, MR. WINSLOW SAID HE COULD PAY FOR A LAWYER HIMSELF, SO MR. MILES TOLD HIM TO GET WHOMEVER HE WISHED.

"THE LAWYER WANTED TO KNOW WHAT HANK HAD DONE AND EVERYTHING THAT HAD HAPPENED. HE EXPLAINED THAT HE WOULD BE AT THE JUVENILE COURT HEARING TO REPRESENT AND HELP HANK."

3. A lawyer interprets laws in the Code:

Ask the students why Hank needs to have a lawyer. Display the volumes of the Code of Iowa and say, "REMEMBER WHEN WE LOOKED UP SOME LAWS IN THESE BOOKS? THE WAY THE LAWS ARE WRITTEN MAKE IT KIND OF HARD TO UNDERSTAND WHAT THEY SAY, DOESN'T IT? WELL, A LAWYER IS A PERSON WHO HAS HAD SPECIAL TRAINING AND HE IS ABLE TO INTERPRET, OR FIGURE OUT, WHAT THE LAWS MEAN. A LAWYER HELPS PEOPLE BY TELLING THEM WHAT THE LAWS SAY, WHAT IS GOING ON WHEN THEY HAVE TO APPEAR IN COURT SESSIONS, AND BY MAKING SURE ALL THE NECESSARY PAPERS AND FORMS ARE FILLED OUT RIGHT.

4. Right to legal counsel:

Say, "REMEMBER MR. MILES TOLD THE W NSLOWS THAT IF THEY COULDN'T AFFORD TO GET A LAWYER, THE COURT WOULD PAY FOR ONE FOR THEM. THE COURT DOES THIS BECAUSE THERE IS A LAW WHICH SAYS THAT EVERYONE WHO HAS TO APPEAR IN COURT HAS A RIGHT TO HAVE A LAWYER HELP HIM. THIS RIGHT IS CALLED THE RIGHT TO LEGAL COUNSEL. THE REASON FOR HAVING A LAW LIKE THIS IS TO MAKE SURE THAT PEOPLE WHO ARE IN TROUBLE HAVE SOMEONE WHO CAN HELP THEM AND TELL THEM WHAT TO DO IN

COURT. THIS IS AN IMPORTANT RIGHT THAT EVERYONE HAS.'' Stress that if people can afford it, they should pay for a lawyer themselves. However, a person will not be denied legal counsel because of lack of money.

Notes

5. Experience chart:

Write an experience chart and have a student tape record it.

Hank Gets a Lawyer

Anyone who has to appear in court, like Hank, has the right to legal counsel. This means they should have a lawyer.

A lawyer helps because he can tell the person in trouble what the law means and what he should do in court.

A person has to pay the lawyer for his help. If he doesn't have enough money, the court will pay the lawyer.

LESSON #16 SCOPE OF LESSON

To acquaint the students with the procedures of a juvenile court hearing.

To emphasize the role of the courts in enforcing laws.

To introduce the role of the county attorney.

INSTRUCTIONAL OBJECTIVES

To be able to list all of the people who were at Hank's juvenile court hearing.

To be able to verbally explain how courts help enforce laws.

To successfully place a call to the local county attorney's office and obtain the name of the person who serves in this capacity.

NEEDED RESOURCES

Chart paper	Tape for recording
Tape recorder	Telephone directory
Telephone	Tape recording #6

TEACHING SEQUENCE

1. Hank goes to court:

To continue the story about Hank, state that in a few days he and his parents were notified of the date, time and place of the juvenile court hearing.

Notes

NARRATOR

"WHEN THE DAY FINALLY CAME, HANK DIDN'T GO TO SCHOOL. HE PUT ON HIS GOOD CLOTHES AND TRIED TO LOOK AS NEAT AS POSSIBLE. HE AND HIS FOLKS WENT TO THE COURTHOUSE AND MET THE LAWYER BEFORE GOING IN. THE LAWYER EXPLAINED THAT A JUVENILE COURT SESSION IS DIFFERENT FROM A REGULAR COURT FOR ADULTS.

"THEY WENT UPSTAIRS TO A ROOM WHICH HAD A LOT OF BOOKS. THE LAWYER SAID IT WAS THE LAW LIBRARY AND THAT THE HEARING WOULD BE HELD THERE. THEY ALL SAT AT A TABLE AND WAITED.

"SOON SOME OTHER PEOPLE CAME IN. THE LAWYER INTRODUCED THE JUVENILE COURT JUDGE AND A MAN CALLED THE COUNTY ATTORNEY. MR. MILES, THE PROBATION OFFICER, CAME IN AND SO DID MR. SNIDER AND THE POLICEMAN WHO HAD COME TO THE STORE WHEN HANK WAS CAUGHT. THEN A PERSON WITH A MACHINE SOMETHING LIKE A TYPEWRITER CAME AND SAT AT THE END OF THE TABLE. THE JUDGE ASKED ABOUT THE TROUBLE HANK WAS IN AND WHAT LAW HE HAD BROKEN. MR. SNIDER AND THE POLICEMAN TOLD WHAT HAPPENED. THE LAWYER AND THE OTHER PEOPLE ASKED QUESTIONS AND TALKED AWHILE. THE PERSON SITTING AT THE END OF THE TABLE USED HIS MACHINE TO WRITE DOWN EVERYTHING THAT WAS SAID. A LONG PIECE OF PAPER CAME OUT OF IT."

2. Review of court proceedings:

Discuss Hank's experience in juvenile court and then say, "A JUVENILE COURT HEARING IS CALLED A CLOSED HEARING BECAUSE NOT EVERYBODY CAN COME TO IT. ONLY THOSE PEOPLE WHO ARE SUPPOSED TO BE THERE CAN GO. WHAT PEOPLE WERE AT HANK'S HEARING?"

List on the chalkboard: Hank, Mr. & Mrs. Winslow, Hank's lawyer, the juvenile court judge, Mr. Snider, the policeman, Mr. Miles the probation officer, the county attorney and the person who used the small machine. Explain that this person is the court stenographer. His job is to make a record, called a transcript, of everything that is said during the hearing. He uses a stenographic machine, which makes a special kind of copy. Discuss why it is important to have a record of everything that is said.

Also discuss what the county attorney does. Explain that he is a lawyer who works for the county representing or helping the county, something like the way Hank's lawyer represents or helps Hank. The law says the county attorney has to be at all juvenile court hearings.

3. Experience chart:

Write an experience chart about Hank's appearance in juvenile court. Have a student tape record the story.

A Juvenile Court

The juvenile court hearing that Hank went to is different from a court for adults. It is more informal.

It is also a closed hearing. This means only the people who are supposed to be there can come.

Courts help enforce laws. Their job is to take care of people who have broken a law.

Notes

4. Call County Attorney's Office:

Say, "THERE IS A COUNTY ATTORNEY IN OUR COUNTY. DOES ANYONE KNOW WHO IT IS? HOW COULD WE FIND OUT?" HAVE STUDENTS LOOK IN THE TELEPHONE BOOK AND CALL THE OFFICE OF THE COUNTY ATTORNEY TO FIND OUT THE NAME OF THE PERSON IN THIS POSITION. SUGGEST THAT THE COUNTY ATTORNEY WOULD BE A GOOD PERSON TO TALK WITH ABOUT LAWS CONCERNING JUVENILES.

LESSON #17 SCOPE OF LESSON

To provide students an opportunity to see where juvenile court sessions are held and to visit with the local county attorney.

INSTRUCTIONAL OBJECTIVES

To be observant of:

--the building where court hearings are held.
--the room in which juvenile court sessions are held.
--the person who is the county attorney.
--the information the county attorney is discussing.

NEEDED RESOURCES

Field trip-visit with the local county attorney.

Duplicated worksheet #5

TEACHING SEQUENCE

1. Field trip:

Make arrangements to visit the county attorney. If possible, arrange for him to meet with the students where the local juvenile court hearings are held.

Notes

2. List of questions:

Prior to the field trip, give the county attorney a list of questions to consider when he speaks to the group. Include such questions as:

a. What is a juvenile court hearing like?
b. Who is the juvenile court judge?
c. Who is the local probation officer?
d. Why is a juvenile court hearing a closed hearing?
e. Why is a juvenile court different from an adult criminal court?
f. What kinds of punishment might a juvenile receive?

3. Take notes on field trip:

If some of the students have the ability, ask them to take notes while the county attorney speaks. Give them copies of worksheet #5 where spaces are provided for them to write in the answers as the speaker talks.

Name_____ Date_____

QUESTIONS FOR THE COUNTY ATTORNEY

1. What is a juvenile court hearing like?_____

_____

_____

2. Who is the juvenile court judge?_____

_____

3. Who is the local probation officer?_____

_____

4. Why is a juvenile court hearing a closed hearing?_____

_____

_____

_____

5. Why is a juvenile court different from an adult criminal court?

_____

_____

_____

6. What kinds of punishment might a juvenile receive?_____

_____

_____

LESSON #18 SCOPE OF LESSON

To acquaint students with the types of punishments juvenile offenders may receive

INSTRUCTIONAL OBJECTIVES

To be able to list punishments a juvenile who breaks a law may receive.

To be able to listen to a tape recording and then tell what punishment Hank Winslow received.

To be able to state what the purpose of placing a juvenile on probation is.

NEEDED RESOURCES

Tape recorder	Tape recording #7
Chart paper	Tape for recording the experience chart

TEACHING SEQUENCE

1. Discussion of punishment:

Begin the lesson by saying, "BEFORE WE TOOK OUR FIELD TRIP WE WERE TALKING ABOUT HANK'S APPEARANCE IN JUVENILE COURT. DID WE FIND OUT WHAT PUNISHMENT HANK GOT? WHAT DO YOU THINK THE JUDGE DECIDED TO DO TO HANK? WHAT KINDS OF PUNISHMENTS ARE THERE FOR JUVENILES WHO BREAK A LAW?

Stress that a juvenile does not receive a fine and/or jail sentence as adults do. Discuss that there are laws which specify the range of possible punishments a juvenile (and also an adult) may receive.

Notes

The judge, however, decides in each particular case what he thinks would be the best punishment. If a judge thinks he can help a youngster most by just talking to him, he can give him a lecture and then let him go. Sometimes if he feels that a juvenile needs additional guidance, he will place the young person on official probation for a period of time. Thus, the punishments will vary, depending on what the judge feels is best in each situation.

2. Play tape:

"HANK IS GOING TO TELL US ABOUT WHAT THE JUDGE DECIDED TO DO WITH HIM." Play tape recording #7:

HANK'S DIALOGUE

"THIS IS HANK AGAIN. DO YOU KNOW WHAT HAPPENED TO ME IN JUVENILE COURT? WELL, THE JUDGE TOLD ME HE HAD DECIDED TO PUT ME ON PROBATION. I DIDN'T KNOW FOR SURE WHAT THAT MEANT, SO THE PROBATION OFFICER EXPLAINED THAT THERE WOULD BE CERTAIN RULES AND RESTRICTIONS HE WOULD SET UP FOR ME.

"FIRST HE SAID I HAD TO KEEP A CURFEW. THAT MEANS I HAVE TO STAY HOME EVERY NIGHT AND CAN'T GO OUT AFTER SUPPER UNLESS THERE'S SOMETHING SPECIAL GOING ON AT SCHOOL.

"THEN MR. MILES SAID HE HAD DECIDED TO PUT CHUCK SHAY OFF LIMITS. THAT MEANS I CAN'T RUN AROUND WITH HIM AND WE CAN'T DO STUFF TOGETHER. HE SAID THAT I MIGHT GET INTO MORE TROUBLE IF I HANG AROUND WITH GUYS LIKE CHUCK. WELL, I'VE HAD ENOUGH TROUBLE, I DON'T WANT ANY MORE."

"I'M SUPPOSED TO CHECK IN WITH MR. MILES EVERY SO OFTEN. HE WANTS TO MAKE SURE I DON'T BREAK THE PROBATION RULES.

"THAT STUPID RECORD I TRIED TO SWIPE SURE WASN'T WORTH ALL THE TROUBLE I GOT INTO."

3. Discussion of reasons for probation and restrictions:

Talk about Hank's probation and the restrictions specified by the probation officer. Ask the students what they think the purpose of rules like curfews and placing certain people off limits might be. Ask if these restrictions can really help Hank and if so, how?

Point out that the idea of a curfew is to keep the juvenile at home and off the streets where he might get into trouble again. If the probation officer feels certain people have a bad influence on a person, it may help him stay out of trouble if he doesn't run around with them.

Notes

4. Experience chart:

Write an experience chart and have a student tape it.

Hank's Punishment

A juvenile can't be fined or sent to jail like an adult can. But Hank was put on probation.

There are rules he has to follow. He has to report to Mr. Miles every so often. These rules are set up to help Hank stay out of trouble.

LESSON #19 SCOPE OF LESSON

To impress upon students the meaning of a criminal record and the effect it can have on an individual's future.

INSTRUCTIONAL OBJECTIVES

To be able to recall Hank's motives for stealing the record and to relate how Hank feels about his actions now.

To be able to identify questions on job application forms that ask if the applicant has ever been convicted for a law violation.

To be able to explain to the satisfaction of the teacher what an official criminal record is, how a person receives one, and who might receive one.

To be able to contribute to the development of an experience chart which discusses the difference between an official criminal record and a juvenile court record.

NEEDED RESOURCES

Bulletin board with photographs of Hank, Mr. Snider, etc.

Tape recorder

Overhead projector

Chart paper

Tape recording #7

Job application forms

Transparency #14

Notes

TEACHING SEQUENCE

1. Review Hank's motives for shoplifting:

Refer to the bulletin board caption, A KID IN TROUBLE. Say "HANK GOT INTO ALL THIS TROUBLE BECAUSE HE TRIED TO SHOPLIFT. WHY DID HE WANT TO STEAL THE PHONOGRAPH RECORD IN THE FIRST PLACE?" Discuss his motives - wanting to impress his friends, his desire to feel big and important, and wanting to have the record to listen to.

Ask, "DOES HANK FEEL BIG AND IMPORTANT NOW? HOW DOES HE FEEL? REMEMBER WHAT HANK SAID YESTERDAY? LET'S LISTEN AGAIN." Play tape recording #7 again and draw attention to Hank's concluding remarks.

2. Effects of a criminal record:

TEACHER DIALOGUE

"BECAUSE HANK SHOPLIFTED AND BROKE A LAW, HE HAD TO GO TO JUVENILE COURT. HE WAS PLACED ON PROBATION BY THE JUDGE. WHAT DO YOU THINK HAPPENED TO THE OTHER FELLOW MR. SNIDER CAUGHT SHOPLIFTING? WELL, HE HAD TO GO TO CRIMINAL COURT BECAUSE HE WAS 18 YEARS OLD AND THE LAW SAYS HE IS AN ADULT.

"IN CRIMINAL COURT THEY DECIDED THIS GUY WAS GUILTY OF BREAKING A LAW AND THAT HE WOULD BE PUNISHED BY A SHORT JAIL SENTENCE AND A FINE.

"BUT THE JAIL TERM AND FINE WERE NOT THE ONLY THINGS THAT HAPPENED TO THIS PERSON. BECAUSE HE WAS CONVICTED, OR PROVEN GUILTY, OR A CRIME IN A CRIMINAL COURT, HE NOW HAS A CRIMINAL RECORD.

"IF YOU HAVE A CRIMINAL RECORD, YOU LOSE SOME OF YOUR RIGHTS AS A CITIZEN. IF YOU HAVE A REAL BAD RECORD YOU CAN'T VOTE. WITH A RECORD IT'S HARD TO GET INTO THE ARMY OR NAVY. MOST BOSSES WON'T HIRE PEOPLE WHO HAVE CRIMINAL RECORDS, SO IT MAKES IT AWFULLY HARD TO FIND GOOD WORK AND EARN A LIVING.

"A CRIMINAL RECORD IS SOMETHING A PERSON HAS FOR THE REST OF HIS LIFE. HE CAN'T DO ANYTHING TO GET IT TAKEN AWAY."

3. Effects of Juvenile record:

Continue: "HANK WON'T HAVE A CRIMINAL RECORD LIKE THE OTHER GUY WILL. JUVENILES WHO GO TO JUVENILE COURT DON'T GET A CRIMINAL RECORD. SO HANK WILL BE ABLE TO VOTE WHEN HE GETS OLD ENOUGH AND CAN GET INTO THE ARMY, ETC THIS IS ONE OF THE IMPORTANT REASONS FOR HANDLING YOUNG PEOPLE IN A SPECIAL COURT--SO THEY WON'T GET AN OFFICIAL CRIMINAL RECORD AND HAVE TO LIVE WITH IT THE REST OF THEIR LIVES.

4. Job applications:

Continue: "A CRIMINAL RECORD IS REALLY QUITE A SERIOUS THING. WHEN PEOPLE TRY TO GET A JOB, ONE OF THE QUESTIONS THEY WILL BE ASKED IS WHETHER OR NOT THEY HAVE A RECORD. THE BOSS PROBABLY WON'T HIRE SOMEONE WHO HAS BEEN IN TROUBLE WITH THE LAW." (Project Transparency #14. Point out question concerning arrests.) Look at other examples of job application forms and ask students to find the questions that ask for information concerning convictions for law violations. Then discuss that while Hank does not get an official criminal record in juvenile court, he will have to tell about his trouble with the law when he goes to get a job.

Hank must tell his employer about the trouble so that the employer won't be angered if he finds out later. If Hank didn't tell his employer about the trouble, he might fire Hank. Most employers would probably hire Hank, but some might not. He will probably have to work very hard to convince his employer that he is responsible and trustworthy.

Notes

5. Experience chart:

Write an experience chart and have the students copy it to keep in their notebooks.

A Criminal Record

Adults who are found guilty in criminal court get an official criminal record. This is very serious.

Juveniles don't get a record but when they go to get a job they do have to tell about their trouble.

Swiping just one record can have an affect on Hank's whole life.

APPLICATION FOR EMPLOYMENT WITH

EDWARD'S DEPARTMENT STORE

NAME_____ DATE_____

ADDRESS_____ TELEPHONE_____

SOCIAL SECURITY NO._____

_____

_____

BIRTH DATE_____ HEIGHT_____ WEIGHT_____

CHECK ONE

☐ SINGLE ☐ MARRIED ☐ WIDOWED ☐ SEPARATED ☐ DIVORCED

NUMBER OF CHILDREN_____ NUMBER OF OTHER DEPENDENTS_____

HOW IS YOUR GENERAL HEALTH?_____

HAVE YOU EVER HAD A SERIOUS ILLNESS OR ACCIDENT?_____

WHAT WORK EXPERIENCE HAVE YOU HAD?_____

HOW MANY YEARS OF SCHOOL HAVE YOU COMPLETED?_____

HAVE YOU EVER BEEN ARRESTED?_____

LESSON #20 SCOPE OF LESSON

To review important concepts and words which have been presented in previous lessons.

INSTRUCTIONAL OBJECTIVES

To be able to formulate definitions for key words and phrases.

To be able to make a tape recording of definitions.

NEEDED RESOURCES

Tape recorder
Overhead projector
Tape for recording
Transparency #15
Duplicated worksheets #6

TEACHING SEQUENCE

1. Review words and definitions:

Begin: "WE HAVE LEARNED LOTS OF NEW WORDS IN OUR UNIT ABOUT JUVENILES AND THE LAW. (Project transparency #15). LET'S GO THROUGH THIS LIST OF WORDS AND SEE IF WE KNOW THEM AND CAN GIVE DEFINITIONS FOR EACH OF THEM." Help pupils formulate definitions for each word. After an acceptable definition is given for each word, ask for a volunteer to tape the word and definition.

2. List of words:

Juvenile ..... a young person who is under 18 years of age.

Adult ..... someone who is 18 years old or older.

Notes

Arrest ..... what the police do when they think someone has broken a law and they take them to the police station.

Bond money ..... when an adult is arrested, sometimes they pay some bond money. Then they can leave the police station until they have to appear in court.

Curfew ..... sometimes the probation officer sets a curfew for a juvenile who has been in trouble. This means that he has to be home at night.

Lawyer ..... a person who has had special training so that he can understand what the laws mean and can help people who are in trouble.

Attorney ..... another word for lawyer.

Represent ..... a lawyer will represent someone in court. This means the lawyer will help them.

Right to legal counsel ..... Anyone who has to appear, or go to court, has the right to have a lawyer help him.

Juvenile court ..... a place where laws about young people are enforced.

Judge ..... the person who is in charge of the court. He decides what should happen to you if you have been in trouble.

Stenographer ..... the person who writes down a record of everything that is said in the court room.

Transcript ..... the record of what is said in court.

Probation ..... a punishment a juvenile might get. There are rules to follow and regular checks with the probation officer.

Criminal record ..... an adult who is proven guilty in a criminal court gets a criminal record. It makes it hard for him to get a job, and if its real bad he can't vote.

Delinquent ..... what the court may call a juvenile who has broken the law.

Closed hearing ..... no one can come to a closed juvenile court hearing unless they are told to be there.

County attorney .....a lawyer who works for the county by representing or helping the county.

Notes

3. Worksheets:

Do worksheet #6 as a further review of important vocabulary.

JUVENILE

ADULT

ARREST

BOND MONEY

CURFEW

LAWYER

ATTORNEY

REPRESENT

RIGHT TO LEGAL COUNSEL

JUVENILE COURT

JUDGE

STENOGRAPHER

TRANSCRIPT

PROBATION

CRIMINAL RECORD

DELINQUENT

CLOSED HEARING

COUNTY ATTORNEY

Name_____ Date_____

REVIEW

Directions:

Put the correct letter in the blank.

_____ 1. The law says a juvenile is:

A. a boy or girl over 18 years of age.

B. a boy who gets in trouble.

C. a boy or girl under 18 years of age.

_____ 2. To place a child in custody means:

A. to beat him with a paddle.

B. to call a parent or guardian who is responsible for him.

C. to put him in jail.

_____ 3. An adult is a person who is:

A. six feet tall.

B. under 18 years of age.

C. over 18 years of age.

_____ 4. A policeman can:

A. punish a juvenile

B. make an investigation.

C. break the law.

_____ 5. Policemen in our community:

A. want us to break the law.

B. hate all juveniles

C. protect both juveniles and adults.

LESSON #21 SCOPE OF LESSON

Notes

To relate information taught about shoplifting to other types of offenses.

INSTRUCTIONAL OBJECTIVES

To be able to read, or to follow along in the pamphlet, You and the Law.

NEEDED RESOURCES

Copies of You and the Law for each student

TEACHING SEQUENCE

1. Read pamphlet:

Say, "THE LAW THAT HANK BROKE WAS THE LAW ABOUT SHOPLIFTING. OF COURSE, THERE ARE MANY OTHER LAWS THAT YOUNG PEOPLE SOMETIMES HAVE TROUBLE WITH. DO YOU REMEMBER WHEN WE LOOKED AT THE PAMPHLET CALLED, YOU AND THE LAW? THIS BOOKLET TELLS ABOUT SOME LAWS AND SOME JUVENILES WHO GOT INTO TROUBLE BECAUSE THEY BROKE THESE LAWS. LET'S READ THE WHOLE BOOK TO FIND OUT ABOUT SOME OF THESE OTHER LAWS." Have students (or teacher) read each section and then discuss. Note to teacher. It may be necessary to divide this lesson into two parts because of the length of the pamphlet.

LESSON #22 SCOPE OF LESSON

To evaluate the students' understanding of the consequences of breaking a law and their knowledge of the procedures employed when a juvenile is caught breaking a law.

INSTRUCTIONAL OBJECTIVES

To be able to respond verbally with the correct answers to review questions asked on the tape.

NEEDED RESOURCES

Tape recorder	Tape recording #8
Slide projector and screen	2'' x 2'' colored slides #1-6

TEACHING SEQUENCE

1. Review with slides and tape:

To stimulate discussion and review the concepts taught in the previous lessons, project the series of colored slides and play the taped narration (Tape #8. Bell on tape indicates when tape should be stopped for discussion. Slides are not included in the unit.)

Slide #1 (Title and Hank):

NARRATOR

"HANK WINSLOW IS A KID WHO GOT IN TROUBLE. SINCE WE'VE MET HANK, WE'VE BEEN STUDYING ABOUT THE LAW HE BROKE AND WHAT HAPPENED TO HIM BECAUSE OF THIS. WE HAVE BEEN LEARNING ABOUT JUVENILES AND THE LAW. WHAT DOES THE WORD JUVENILE MEAN? (Bell)

Notes

Review the following concepts:
a. a juvenile is someone under 18 years of age.
b. juveniles are treated differently than adults when they are in trouble.

Slide #2 (Hank looking at records at the Discount Store):

NARRATOR

"HANK'S TROUBLE STARTED HERE WHEN HE TRIED TO STEAL A PHONOGRAPH RECORD. HE BROKE THE LAW AGAINST SHOPLIFTING. WHAT IS THE REASON FOR HAVING A LAW THAT SAYS IT IS WRONG TO SHOPLIFT?" (Bell)

Review the following concepts:
a. Shoplifting laws are made to help protect a store's property.
b. A store has the right to protect its property just as an individual has the right to protect his personal property.

Slide #3 (Policeman taking Hank into the Police Station):

NARRATOR

"HERE AT THE POLICE STATION HANK HAD HIS FIRST EXPERIENCE WITH THE WAY LAWS ARE ENFORCED. WHAT IS THE POLICEMAN'S JOB? DID THE POLICE DECIDE WHAT PUNISHMENT HANK WOULD GET FOR BREAKING A LAW?" (Bell)

Review the following concepts:
a. One aspect of the policeman's job is to take people into custody when it is suspected that they have broken a law. He then investigates what happened.

LESSON #23 SCOPE OF LESSON

To alert the students to possible variations in law enforcement.

INSTRUCTIONAL OBJECTIVES

To be able to verbalize that the purpose of this unit of study is to help young people know about laws and their legal rights.

To be able to contribute to a listing of suggestions of things young people might do should they get in trouble.

NEEDED RESOURCES

Tape recorder — Tape recording #9

Chart paper

TEACHING SEQUENCE

1. Tape of variations in law enforcement:

NARRATOR

"OUR LAWS TELL US WHAT WE CAN AND CANNOT DO. THERE ARE ALSO LAWS WHICH TELL THE POLICE AND THE COURTS WHAT THEY CAN AND CANNOT DO TO ENFORCE THESE LAWS.

"WHEN HANK GOT IN TROUBLE EVERYONE DID A GOOD JOB OF ENFORCING THE LAWS. HANK WAS LUCKY, BECAUSE EVERYTHING WORKED OUT THE WAY THE LAW INTENDED IT TO. THE POLICE TREATED HANK WELL, AND WERE ABLE TO GET HOLD OF HIS PARENTS RIGHT AWAY. THE PROBATION OFFICER HAD TIME TO WORK WITH HANK AND REALLY HELP HIM. THE WINSLOWS WERE CONCERNED AND WANTED TO DO EVERYTHING THEY COULD FOR THEIR SON. THE LAWYER DID A GOOD JOB OF REPRESENTING OR HELPING HANK, AND EXPLAINING WHAT WAS GOING ON IN COURT. THE JUVENILE COURT JUDGE WAS FAIR AND UNDERSTANDING.

Notes

"SOMETIMES, HOWEVER, WHEN JUVENILES GET IN TROUBLE, THEY ARE NOT AS LUCKY AS HANK. ONCE IN A WHILE THE LAWS ARE NOT ENFORCED JUST THE WAY THEY ARE SUPPOSED TO BE. THERE MAY BE MANY REASONS FOR THIS. SOME POLICE TALK ROUGHLY AND CAN REALLY SCARE A YOUNG PERSON. A PROBATION OFFICER MAY HAVE TOO MUCH TO DO AND BE SO BUSY THAT HE CAN'T GIVE AS MUCH HELP TO EACH JUVENILE AS HE WOULD LIKE. SOME PARENTS WON'T TRY TO COOPERATE WITH THE POLICE AND THE COURTS, OR SIMPLY DON'T DO THE RIGHT THINGS.

"ONCE IN A WHILE A LAWYER DOESN'T GIVE ENOUGH HELP TO A JUVENILE. HE MAY NOT HAVE FOUND OUT ENOUGH BEFORE GOING TO COURT. BUT SOMETIMES THIS ISN'T REALLY HIS FAULT. IN SOME CASES THE JUVENILE OR HIS PARENTS WON'T TELL THE LAWYER EVERYTHING, OR THEY TELL HIM SOMETHING THAT ISN'T RIGHT.

"SOMETIMES A JUDGE HAS TO WORK IN JUVENILE COURTS WHEN HE DOESN'T REALLY WANT TO. THEN HE MAY NOT BE AS UNDERSTANDING AS HE SHOULD BE.

"THE FACT THAT THESE THINGS HAPPEN SOMETIMES MAKES IT VERY IMPORTANT FOR EVERYBODY TO KNOW WHAT THE LAWS ARE AND WHY WE HAVE THEM. GETTING IN TROUBLE BY BREAKING A LAW IS A SERIOUS THING THAT CAN AFFECT YOUR LIFE FOR A LONG TIME TO COME. BUT IF YOU DO GET IN TROUBLE THERE ARE CERTAIN RIGHTS YOU HAVE AND YOU SHOULD KNOW ABOUT THEM. THAT'S WHY YOU HAVE BEEN STUDYING ABOUT LAWS IN SCHOOL.

"EVERY PERSON HAS THE RESPONSIBILITY TO FOLLOW AND OBEY LAWS, EVEN IF HE DOESN'T ESPECIALLY LIKE THE LAWS OR THINKS THAT THEY ARE NO GOOD. BUT EVERY SINGLE PERSON ALSO HAS RIGHTS THAT MUST BE PROTECTED IF HE GETS INTO TROUBLE. ALTHOUGH THE LAWS ARE NOT ALWAYS ENFORCED AS WELL AS THEY SHOULD BE, IF A PERSON KNOWS WHAT HIS RIGHTS ARE HE CAN TRY TO SEE TO IT THAT HE IS TREATED AS FAIRLY AS POSSIBLE.

2. List of Suggestions:

Discuss what a juvenile should do if he gets into trouble and make a list of the suggestions on a chart. Have students copy the chart for their notebooks.

Suggestions if you get into Trouble

1. *Don't talk back to policemen or try to fight them. Be as polite as you can.*

2. *Be sure you have a lawyer to help you. If you can't afford to pay for a lawyer, the court must get one for you.*
3. *If your parents pick out a lawyer, try to get one that will take enough time to really help you.*
4. *Tell the lawyer everything that happened. Be sure to tell the truth*
5. *Dress neatly and be polite if you meet with the probation officer or if you go to juvenile court.*
6. *Your attitude and the way you act will make a big difference in the way you are treated. Try to cooperate.*

Notes

APPENDICES - AUDIO-VISUAL MATERIALS

A. Transparencies

B. Worksheets

C. Tape Dialogue

D. Photographs

E. Examination

AUDIO-VISUAL MATERIALS

The transparencies, worksheets and examination for this unit have been printed as master copies and placed in this appendix in loose-leaf form. The actual transparencies and the ditto masters for worksheets and examination can be made on a Thermofax machine. The tape dialogue is also included in this section.

The materials are coded in the following manner:

T/1 - Transparency #1

WS/1 - Worksheet #1

EX/1 - Examination Page 1

A. Transparencies

Rules: _____

_____

_____

Laws: _____

_____

_____

2 YOUTHS, MAN HELD IN ROBBERY

CEDAR RAPIDS, IA. - TWO JUVENILES AND ONE ADULT WERE ARRESTED TUESDAY NIGHT ON CHARGES OF ARMED ROBBERY OF A GROCERY STORE.

THE JUVENILES WERE GIVEN UNTIL WEDNESDAY TO ENTER PLEAS IN LINN COUNTY DISTRICT COURT. EACH WAS TAKEN TO THE COUNTY JAIL AND HELD ON $5,000 BONDS.

THE ADULT, JOHN SMITH, WILL APPEAR IN COURT ON JULY 8. HE IS BEING HELD IN THE COUNTY JAIL UNDER $10,000 BOND.

COUNTY ATTORNEY ROBERT JONES SAID THE BOYS WERE CHARGED AS ADULTS BECAUSE OF THE SERIOUSNESS OF THE CRIME.

1. WHAT HAPPENED IN THE NEWSPAPER STORY?_____

_____

_____

2. WHAT LAW WAS BROKEN?_____

_____

SHOPLIFTING

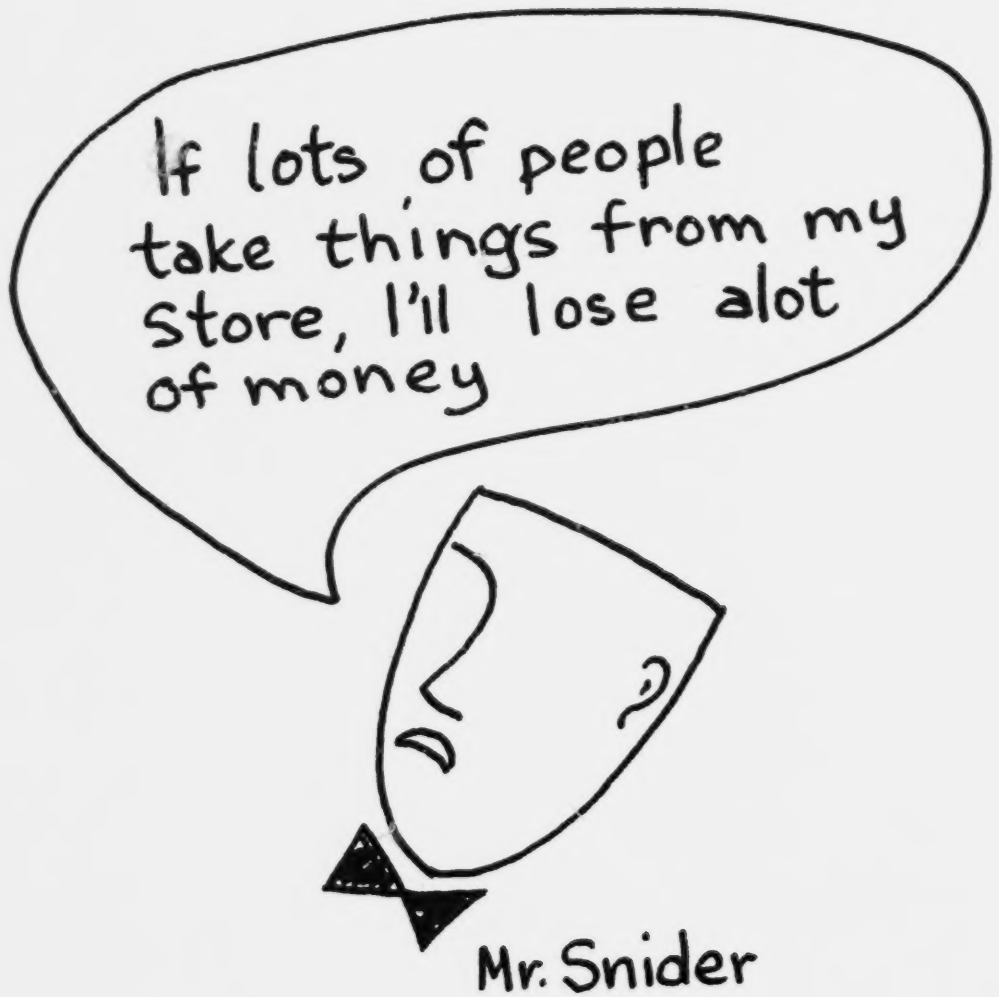
SHOPLIFTING IS WHEN A PERSON GOES INTO A STORE AND TRIES TO HIDE SOMETHING SO HE CAN TAKE IT WITHOUT PAYING FOR IT.

A PERSON BREAKS THE LAW BY PICKING UP THINGS AND HIDING THEM. IT DOESN'T MATTER IF THE PERSON DOESN'T GET OUTSIDE THE STORE BEFORE HE IS CAUGHT.

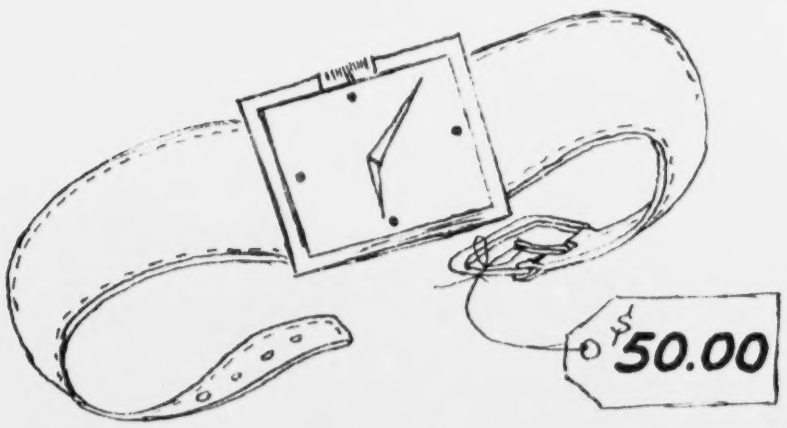
EVEN IF A PERSON OFFERS TO PAY FOR THE THINGS OR GIVES THEM BACK, HE HAS STILL BROKEN THE LAW AND CAN BE PUNISHED.

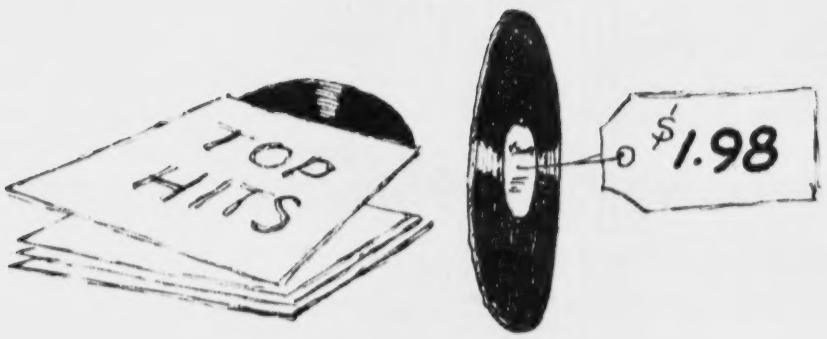
CONSTRUCTION OF TRANSPARENCIES #4, 6, 7, 8

The store has lots of stuff. They won't miss one little record.
Chuck


If lots of people take things from my store, I'll lose alot of money
Mr. Snider

HOW MUCH DID THE STORE LOSE?





$$\begin{array}{r} 50.00 \\ +\ 1.98 \\ \hline \end{array}$$

It's ok for ME to steal things, as long as I don't get caught!
Chuck

Then it's ok for me to steal things from you, as long as I don't get caught!
Mr. Snider

T/7A

What would happen if EVERYONE took things that do not belong to them?
Mr. Snider

Heck, shoplifting from a store is not the same as stealing from a person!
Chuck

STEALING is still stealing
no matter WHO
you steal from!
Mr. Snider

T/SB

1. RULE_____

2. LAW_____

3. STEAL_____

4. PUNISH!_____

5. SHOPLIFT_____

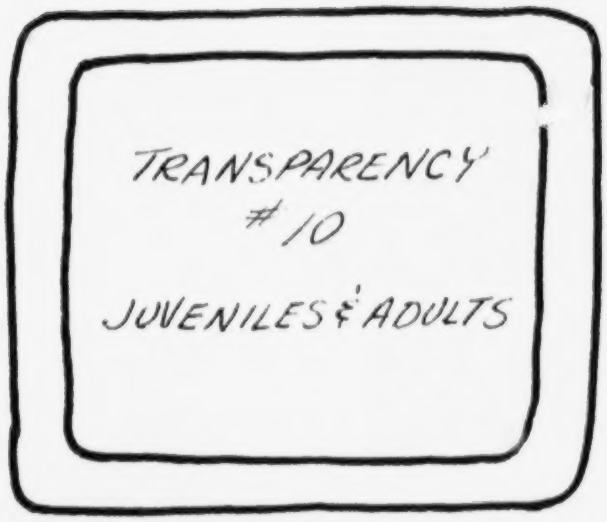
6. MERCHANDISE_____

7. PREMISES_____

8. CONCEAL_____

9. PROPERTY_____

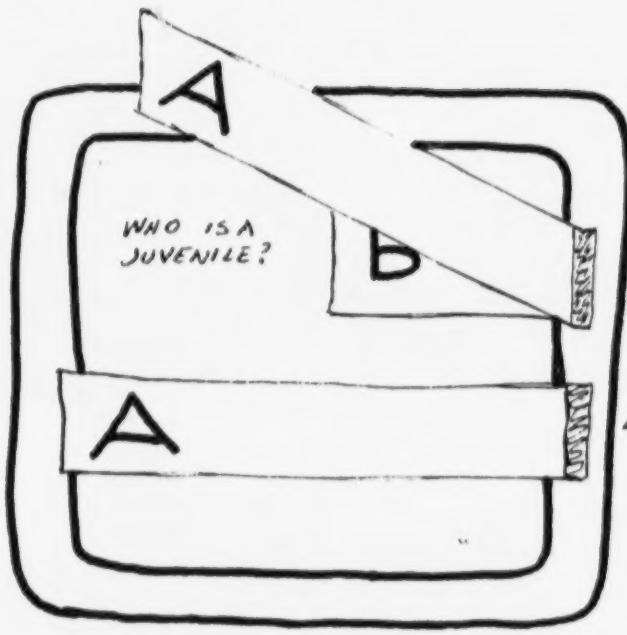
CONSTRUCTION OF TRANSPARENCY #10



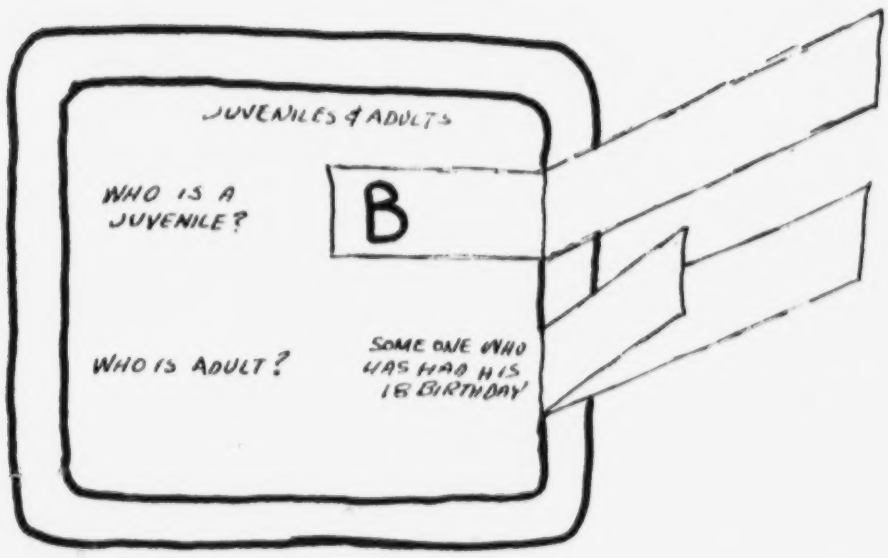
OAKTAG FLAPS.

2 "A" 2"x 10"

2 "B" 2"x5"



USE MASKING TAPE AS A HINGE • RATHER THAN BENDING THE OAKTAG



JUVENILES & ADULTS

WHO IS A JUVENILE?

SOMEONE WHO IS UNDER 18 YEARS OF AGE

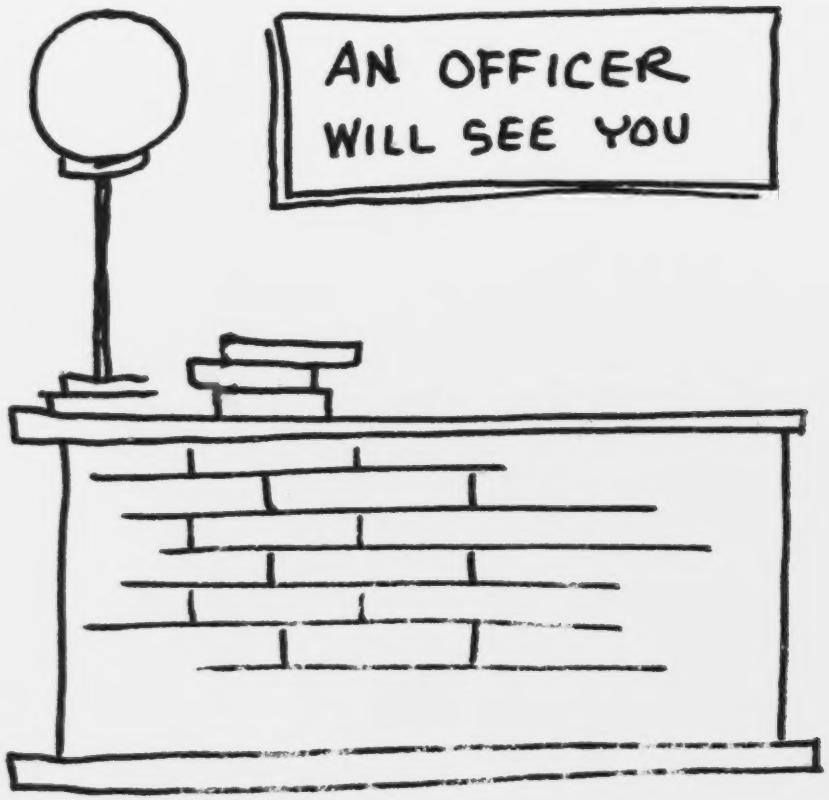
WHO IS AN ADULT?

SOMEONE WHO HAS HAD HIS 18TH BIRTHDAY

HOW ARE JUVENILES TREATED WHEN THEY ARE IN TROUBLE?

CAUGHT

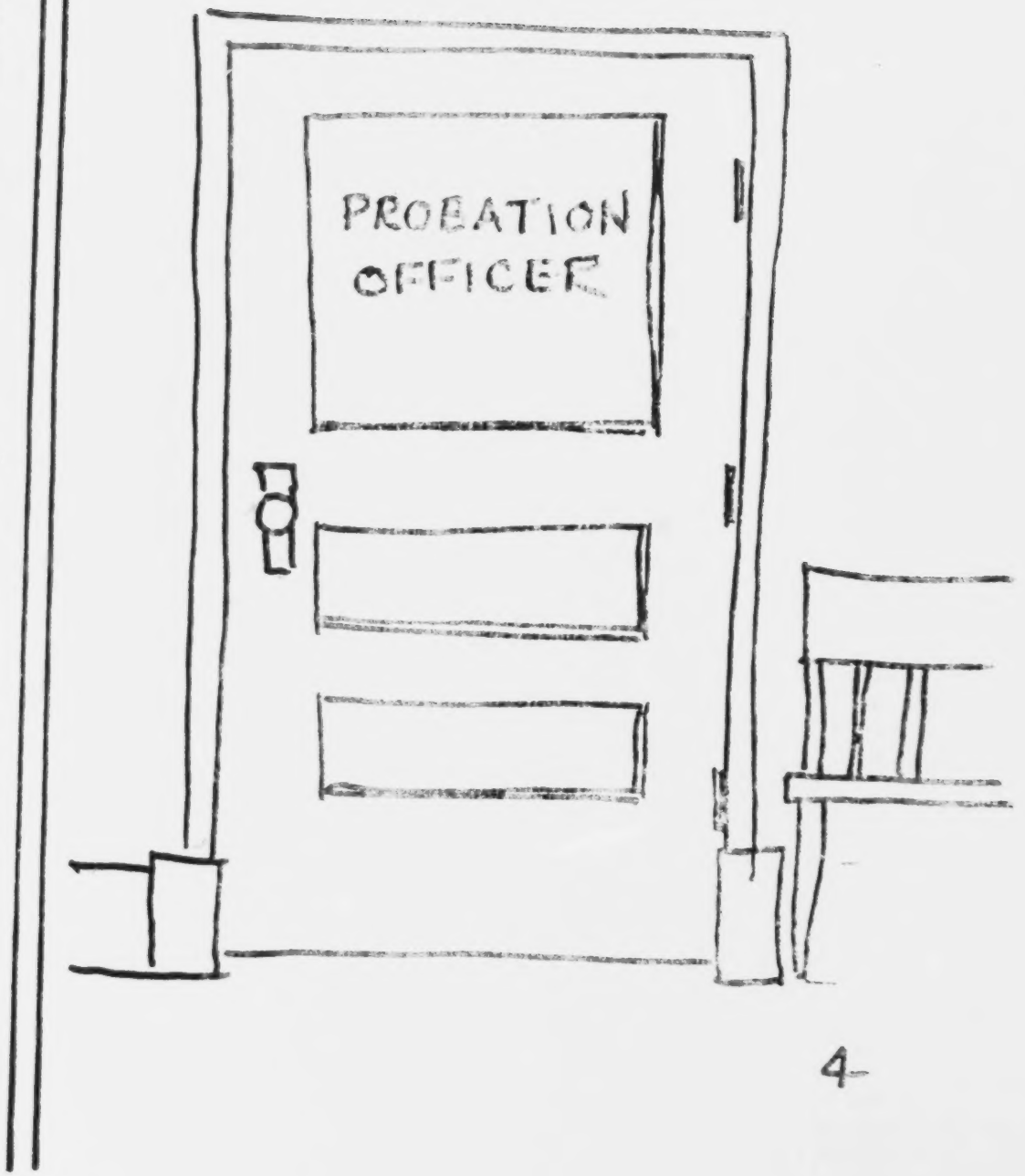
1



2.

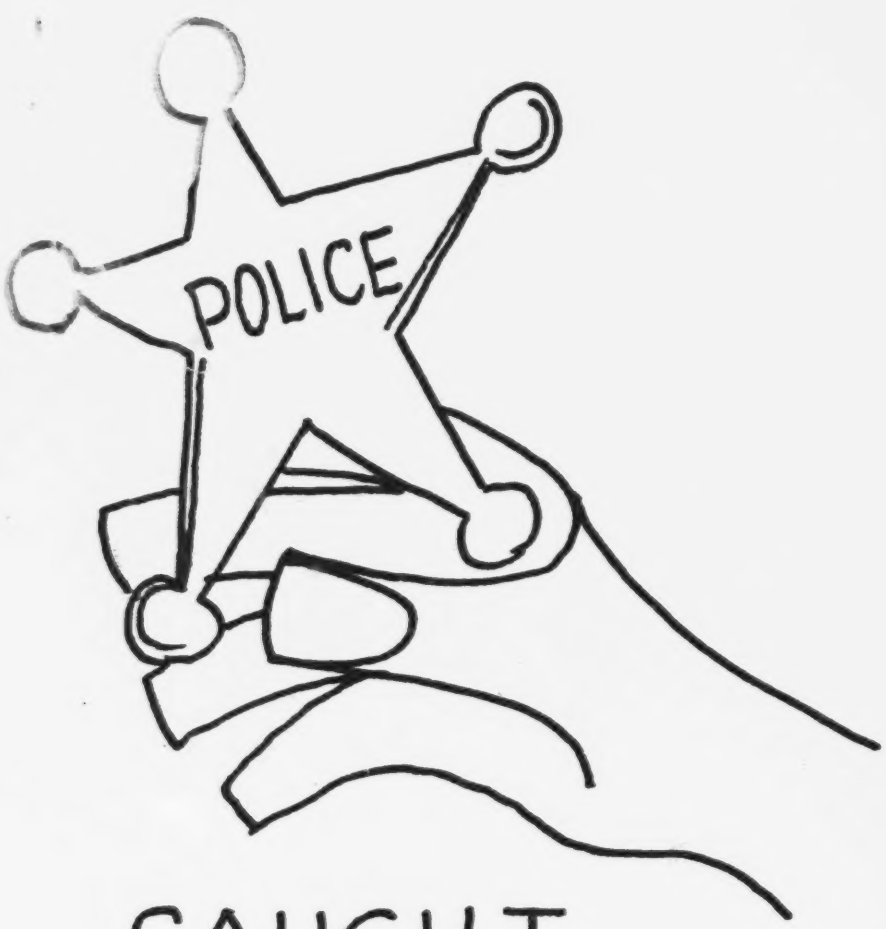
THE WAIT

3



4

HOW ARE ADULTS TREATED WHEN THEY ARE IN TROUBLE?



CAUGHT

1

2

JAIL OR BAIL

3

4

WHY AREN'T JUVENILES AND ADULTS TREATED THE SAME WAY?

APPLICATION FOR EMPLOYMENT WITH

EDWARD'S DEPARTMENT STORE

NAME _____ DATE _____

ADDRESS _____ TELEPHONE _____

SOCIAL SECURITY NO. _____

_____

_____

BIRTH DATE _____ HEIGHT _____ WEIGHT _____

CHECK ONE

___ SINGLE ___ MARRIED ___ WIDOWED ___ SEPARATED ___ DIVORCED

NUMBER OF CHILDREN _____ NUMBER OF OTHER DEPENDENTS _____

HOW IS YOUR GENERAL HEALTH? _____

HAVE YOU EVER HAD A SERIOUS ILLNESS OR ACCIDENT? _____

WHAT WORK EXPERIENCE HAVE YOU HAD? _____

HOW MANY YEARS OF SCHOOL HAVE YOU COMPLETED? _____

HAVE YOU EVER BEEN ARRESTED? _____

JUVENILE

ADULT

ARREST

BOND MONEY

CURFEW

LAWYER

ATTORNEY

REPRESENT

RIGHT TO LEGAL COUNSEL

JUVENILE COURT

JUDGE

STENOGRAPHER

TRANSCRIPT

PROBATION

CRIMINAL RECORD

DELINQUENT

CLOSED HEARING

COUNTY ATTORNEY

B. Worksheets

NAME _____

GROUP_____ DATE _____

Directions:

Read the sentences and tell if they are rules or laws. Write rule or law in the blank after each sentence.

1. Girls cannot wear slacks or shorts to school._____

2. People have to be 21 years old before they can buy cigarettes._____

3. Everyone has to have a driver's license before he can drive a car._____

4. Some teenagers have to wash the dishes every day._____

5. Bill's parents say he has to be home by 11 o'clock at night._____

6. When the light is red, you have to stop._____

7. If a school library book is kept too long, you have to pay a fine._____

8. People cannot take someone else's car and drive it without asking him if it is okay._____

9. You have to get a pass if you want to leave the study hall._____

10. Don't break into a house and take anything._____

WS/1

NAME _____ DATE _____

PASTE
HERE
↓

1. What happened in the Newspaper Story? _____

_____

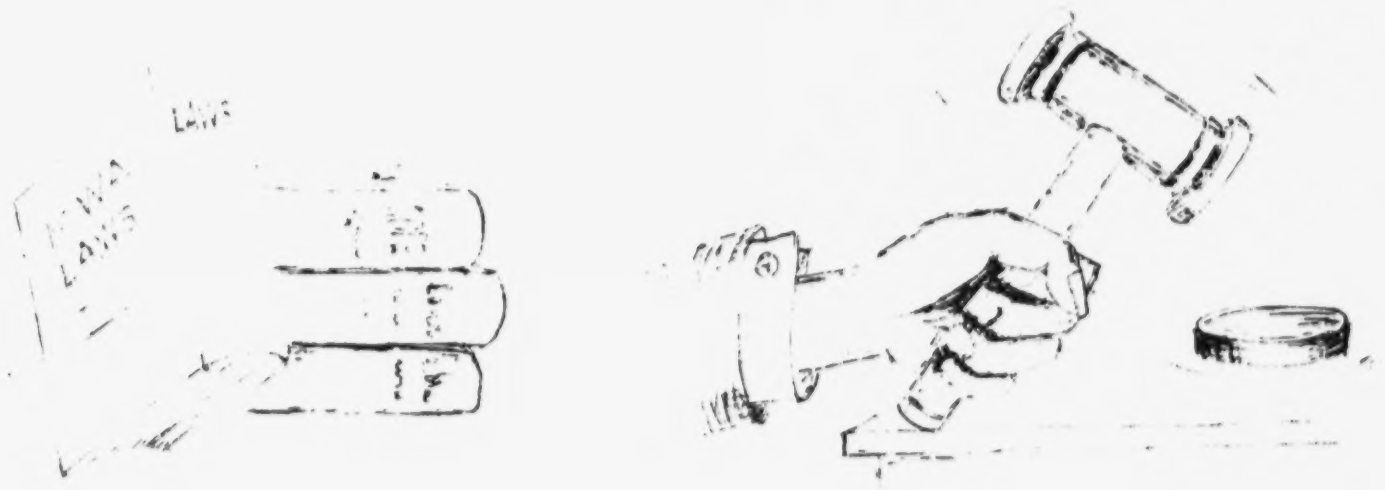
_____

2. What Law was broken? _____

_____

_____

NAME _____ DATE _____



1. RULE _____

2. LAW _____

3. STEAL _____

4. PUNISH _____

5. SHOPLIFT _____

6. MERCHANDISE _____

7. PREMISES _____

8. CONCEAL _____

9. PROPERTY _____

Name_____ Date_____

QUESTIONS FOR POLICEMAN

If a store owner calls to the police station and says he caught a juvenile shoplifting what would you do?

1. Would you go to the store and pick up the boy?_____

_____

2. What kinds of questions would you ask?_____

_____

3. Are there forms or reports that you fill out?_____

_____

_____

4. What would you do with the boy at the police station?_____

_____

5. Would you ever keep a juvenile in jail?_____

6. Why would you decide to keep a juvenile in jail?_____

_____

7. How do you contact the probation officer?_____

_____

8. What do you tell the probation officer?_____

_____

9. What would you do if an adult were caught shoplifting?_____

_____

10. Why are juveniles and adults treated differently when they are arrested?_____

_____

Name _____ Date _____

QUESTIONS FOR THE COUNTY ATTORNEY

1. What is a juvenile court hearing like? _____

2. Who is the juvenile court judge? _____

3. Who is the local probation officer? _____

4. Why is a juvenile court hearing a closed hearing? _____

5. Why is a juvenile court different from an adult criminal court?

6. What kinds of punishment might a juvenile receive?

Name_____ Date_____

PEVIEW

Directions:

Put the correct letter in the blank.

_____ 1. The law says a juvenile is:

A. a boy or girl over 18 years of age.

B. a boy who gets in trouble.

C. a boy or girl under 18 years of age.

_____ 2. To place a child in custody means:

A. to beat him with a paddle.

B. to call a parent or guardian who is responsible for him.

C. to put him in jail.

_____ 3. An adult is a person who is:

A. six feet tall.

B. under 18 years of age.

C. over 18 years of age.

_____ 4. A policeman can:

A. punish a juvenile

B. make an investigation.

C. break the law.

_____ 5. Policemen in our community:

A. want us to break the law.

B. hate all juveniles

C. protect both juveniles and adults.

C. Tape Dialogue

Tape recording #1. Hank Winslow

"Hi! You're probably wondering who I am. I'm the guy in the picture. Well, my name is Hank Winslow. I'm 14 years old and I go to Junior High.

"Man, am I in a jam! This is what happened. I was walking by the discount store yesterday on my way home after school. I thought I'd just go in and look around some. Well, there was this whole shelf full of new records and there were some real cool ones. I didn't have enough money with, though, to buy the one I wanted.

"I walked around the store for a while and looked at other stuff. I really wanted that cool record. So, I decided to try to swipe it. There wasn't anybody standing around the record shelf so I put the record in my notebook real easy and no one saw me do it. Lots of kids take stuff from stores and they get by with it. They talk about it all the time at school. I could hardly wait to tell the guys about the stuff I took. Besides, just one record doesn't cost very much and it was really a cool one and I wanted it real bad.

"Well, I had stuck the record in my notebook and then I walked up to the front of the store. I didn't buy anything so I walked on by the checkout counter. Just as I opened the door to go outside somebody grabbed hold of my coat. He said he was the store manager and he said he knew I had a record in my notebook. He had seen me in a big mirror that was hung up in the back of the store. I wanted to run out the door, but the manager wouldn't let go of my coat. So I told him I'd pay for it or give it back. He just shook his head and said I was in real trouble and that he was going to call the police. Boy. I was scared!"

(Different voice) "The store manager caught Hank trying to steal the record. When someone swipes something from a store like this it is called shoplifting. What do you think will happen to Hank?

Tape recording #2. Mr. Snider

"Listen, kid, I know you stuck a record in your notebook. I saw you do it. My name's Mr. Snider and I'm the store manager here.

"Do you know what you're doing? Why, you're stealing! You swipe something from a store like this and you're shoplifting. There's a law against shoplifting! You broke the law!

"You're in trouble, kid! You broke the law and you can be punished. Why do you think we have a law about shoplifting? So I can do something about it when someone swipes stuff from my store! Why, you're the second person I've caught shoplifting today. Only the other guy was older. He was 18 and tried to get away with a fifty dollar watch.

"I suppose you think I should just give you a lecture and let you go. Well, the law says I can bring charges against you and I think I'll do it. I'm going to press charges against the other guy I caught today, too. He said he'd pay for the watch, but that doesn't change the fact that he tried to steal it. You both broke the law when you tried to shoplift and I'm going to do what the law says I can to protect my property.

"Come with me, young man. We're going to the office and I'm going to call the police!"

Tape recording #3. Chuck Shay

"Hi. I'm Chuck Shay and I'm Hank's friend. We have the same classes in Junior High School. I just happened to be in the store the other day when Hank got caught and I saw the whole thing. Wow! Was that store man ever mad! He kept shouting about Hank breaking the law. He grabbed Hank by the coat and wouldn't let him go. All he'd say was that Hank was in real trouble and he was going to call the police. Gee, all Hank did was swipe one little record. It isn't worth hardly anything. Why such a big deal about that? That store man shouldn't get so upset about one lousy record.

"So there's a law about shoplifting. It seems like kind of a stupid law to me. I know lots of guys who have swiped stuff from stores. What difference does it make? Why have a stupid law like that? I don't think people should have to follow a law that is so stupid!"

Tape recording #4. What happens to Hank at the Police Station

"(Mr. Snider's voice) Come with me, young man. We're going to the office and I'm going to call the police! (Different voice) Do you remember who this is? Right, it's Mr. Snider, the store manager, and he is talking to Hank Winslow. Listen to what happened next to Hank. Mr. Snider took Hank to his office in the store and made him sit down in a chair while he called the police. He dialed the number of the police station. When the policeman on duty answered the phone, Mr. Snider told him his name, that he was manager at the discount store, and that he had caught a youngster trying to shoplift. The policeman said he would send someone to the store for an investigation.

"Hank had to sit in the office with Mr. Snider and wait until the policeman came. Mr. Snider didn't say anything and Hank felt pretty terrible. He was scared because he didn't know what the police were going to do when they got there. He also felt a little ashamed and embarrassed.

"Finally, after what seemed a very long time, a policeman walked into the office and started talking to Mr. Snider. He asked what had happened. The policeman told Hank he didn't have to say anything now if he didn't want to. He could wait until after he talked to his parents or a lawyer. Hank didn't try to lie about it. He admitted that he had swiped the record.

"The policeman started to ask Hank some things. He wrote down Hank's name, where he lived and how old he was. He got Mr. Snider's name, the name and address of the discount store and the fact that Mr. Snider was manager of the store. Then he quickly wrote down what Mr. Snider and Hank had said about what had happened.

"The policeman told Hank to come with him to the police station. Hank was really scared now, because he didn't know if they were going to put him in jail or what would happen. He was too scared to ask any questions.

"They got into the police car and drove to the police station. There the policeman took Hank into the main part of the office where there were some desks and chairs. A policeman who was sitting at a special kind of radio talked into a microphone and then listened to someone else who was talking. There were a couple of secretaries sitting at desks using typewriters. The policeman told Hank to sit down. He asked Hank what his father's name and telephone number were. The policeman said he had to call Hank's parents and that Hank would be held at the police station until he could be released to

his parent's custody. Hank didn't know for sure what this meant but he did know his dad was going to be pretty mad when he found out about all this.

'The policeman called Hank's home and explained to his father that he would have to come down to the police station to get Hank. In the meantime, Hank had to just sit and wait. The policeman started to fill out some papers. He asked Hank some more questions, like what class he was in at school and if he had ever been in trouble before.

"Finally Hank's father came to the police station. The policeman said Hank could go home and that they would get a letter in a day or two telling them to come in and see the probation officer. Hank's father had to promise he would see to it that Hank kept the appointment with the probation officer."

Tape recording #5. What happens to Hank at the Probation Office

"Hank left the police station with his dad and got a real good bawling out from both his father and mother when he got home! The next day Hank didn't feel much like going to school but his folks thought it would be the best thing for him to do.

"In the afternoon the principal called Hank into his office. He said the probation officer had called and asked about Hank and how he got along in school. He wanted to know if Hank had ever been in trouble at school.

"The principal asked Hank about what had happened at the discount store. Hank explained that he had never tried to swipe anything before, but was tempted to shoplift because he thought it would make him feel big and important. Hank confessed that now, with all the trouble he was in, he really didn't feel so smart.

"The next few days dragged by for Hank. Finally a letter from the probation officer came. It told Hank and his parents to come to his office the following afternoon.

"They went to the court house and found the right officer. The probation officer was named Mr. Miles and he was about forty years old. He had on a brown suit and he talked in a rather quiet voice. He sat down with the Winslows and told them that he had asked several people questions about Hank and his family during his investigation. He explained that although Hank hadn't been in trouble before, he felt it would be best to bring this case before the juvenile court. Mr. Miles, the probation officer, told Hank and his parents that they would get a letter telling them to come back to the courthouse in a few days for the juvenile court hearing."

Tape recording #6. What happens to Hank in Juvenile Court

"When the day finally came, Hank didn't go to school. He put on his good clothes and tried to look as neat as possible. He and his folks went to the courthouse and met the lawyer before going in. The lawyer explained that a juvenile court session is different from a regular court for adults.

"They went upstairs to a room which had a lot of books. The lawyer said it was the law library and that the hearing would be held there. They all sat at a table and waited.

"Soon some other people came in. The lawyer introduced the juvenile court judge and a man called the county attorney. Mr. Miles, the probation officer, came in and so did Mr. Snider and the policeman who had come to the store when Hank was caught. Then a person with

a machine something like a typewriter came and sat at the end of the table. The judge asked about the trouble Hank was in and what law he had broken. Mr. Snider and the policeman told what happened. The lawyer and the other people asked questions and talked awhile. The person sitting at the end of the table used his machine to write down everything that was said. A long piece of paper came out of it."

Tape recording #7. Hank Winslow after the Hearing

"This is Hank again. Do you know what happened to me in juvenile court? Well, the judge told me he had decided to put me on probation. I didn't know for sure what this meant, so the probation officer explained that there would be certain rules and restrictions he would set up for me.

"First he said I had to keep a curfew. That means I have to stay home every night and can't go out after supper unless there's something special going on at school.

"Then Mr. Miles said he had decided to put Chuck Shay off limits. That means I can't run around with him and we can't do stuff together. He said I might get into more trouble if I hang around with guys like Chuck. Well, I've had enough trouble; I don't want any more.

"I'm supposed to check in with Mr. Miles every so often. He wants to make sure I don't break the probation rules.

"That stupid record I tried to swipe sure wasn't worth all the trouble I got into."

Tape recording #8. Narration for slides

(Slide #1 - Title and Hank)

"Hank Winslow is a kid who got in trouble. Since we've met Hank, we've been studying about the law he broke and what happened to him because of this. We have been learning about juveniles and the law. What does the word juvenile mean?" (Sound bell to indicate that tape recorder should be stopped for discussion.)

(Slide #2 - Hank looking at records at a discount store)

"Hank's trouble started here when he tried to steal a phonograph record. He broke the law against shoplifting. What is the reason for having a law that says it is wrong to shoplift?" (Sound bell)

(Slide #3 - Policeman taking Hank into the police station)

"Here at the police station Hank had his first experience with the ways laws are enforced. What is the policeman's job? Did the police decide what punishment Hank would get for breaking the law?" (Sound bell.)

(Slide #4 - Hank going into office of probation officer)

"The police help enforce laws; that is, they see that people follow the laws. But the man who works in this office also helps enforce laws. This is the probation officer's office. What is the probation officer's job?" (Sound bell.)

(Slide #5 - Hank and his parents in the lawyer's office)

"Mr. Snider has a right to expect the law to help protect his property. That's why there is a shoplifting law. Although Hank broke the law, he has some rights, too. One of the most important is his right to get a lawyer to help him. This picture shows Hank and his parents in the lawyer's office. What does a lawyer do? What if you can't pay for a lawyer?" (Sound bell.)

(Slide #6 - Judge talking to Hank in juvenile court)

"This is the room where Hank went for the juvenile court session. The judge is asking Hank to tell him what happened in the discount store. Why is there a different, special court for juveniles? What doesa juvenile court do?" (Sound bell.)

Tape recording #9 - Why you should know about laws

"Our laws tell us what we can and cannot do. There are also laws which tell the police and the courts what they can and cannot do to enforce these laws.

"When Hank got in trouble everyone did a good job of enforcing the laws. Hank was lucky, because everything worked out the way the law intended it to. The police treated Hank well, and were able to get a hold of his parents right away. The probation officer had time to work with Hank and really help him. The Winslows were concerned and wanted to do everything they could for their son. The lawyer did a good job of representing or helping Hank, and explaining what was going on in court. The juvenile court judge was fair and understanding.

"Sometimes, however, when juveniles get in trouble, they are not as lucky as Hank. Once in a while the laws are not enforced just the way they are supposed to be. There may be many reasons for this. Some police talk roughly and can really scare a young person. A probation officer may have too much to do and be so busy that he can't give as much help to each juvenile as he would like. Some parents won't try to cooperate with the police and the courts, or simply don't do the right things.

"Once in a while a lawyer doesn't give enough help to a juvenile. He may not have found out enough before going to court. But sometimes this isn't really his fault. In some cases the juvenile or his parents won't tell the lawyer everything, or they tell him something that isn't right.

"Sometimes a judge has to work in juvenile courts when he doesn't really want to. Then he may not be as understanding as he should be.

"The fact that these things happen sometimes makes it very important for everybody to know what the laws are and why we have them. Getting in trouble by breaking a law is a serious thing that can affect your life for a long time to come. But if you do get in trouble there are certain rights you have and you should know about them. That's why you have been studying about laws in school.

"Every person has the responsibility to follow and obey laws, even if he doesn't especially like the laws or thinks that they are no good. But every single person also has rights that must be protected if he gets into trouble. Although the laws are not always enforced as well as they should be, if a person knows what his rights are he can try to see to it that he is treated as fairly as possible."

D. Photographs

E. Examination

Name _____

DIRECTIONS

This is a test to see what you know about laws. On the following pages you will find some questions. Each question is followed by a group of sentences. Some of the sentences are true, but some are false or wrong. In front of each sentence are two boxes labeled Yes and No. Fill in the Yes box in front of those sentences which are right. Fill in the No box in front of the sentences which are false or wrong. Do the example at the bottom of this page.

EXAMPLE

WHO HAS TO FOLLOW LAWS?

1. ☐ YES ☐ NO Teen-agers have to follow the laws.

2. ☐ YES ☐ NO Some people can break the laws if they want to.

WHAT ARE LAWS?

1. YES NO Laws tell people what they can or cannot do.

2. YES NO Only certain people have to follow laws.

3. YES NO Laws are written down so all people will know what they are.

4. YES NO Laws are special kinds of rules.

WHY DO WE HAVE LAWS?

5. YES NO The reason for having laws is to keep people from having fun.

6. YES NO Laws are made to protect people's rights and property.

7. YES NO Laws make the community unsafe to live in.

8. YES NO If people try to understand why we have laws it is easier to follow them.

WHAT MIGHT HAPPEN IF SOMEONE BREAKS A LAW?

9. YES NO Everyone who breaks a law will be put in jail and will have to pay money.

10. YES NO Sometimes people who break a law are punished by being put on probation.

11. YES NO If someone breaks a law and gets in trouble, he can always keep it a secret.

12. YES NO A person breaks a law only if he gets caught.

EW2

WHO ENFORCES LAWS?

13. YES NO The police are the only ones who enforce laws.

14. YES NO The probation officer is a kind of policeman whose job is to punish people who break a law.

15. YES NO The police decide how lawbreakers will be punished.

16. YES NO There are laws which tell the police what to do.

17. YES NO When young people break a law, they are treated differently than grownups.

18 YES NO The courts help enforce laws.

WHY SHOULD WE LEARN ABOUT LAWS?

19. YES NO We should learn about laws so we will know how to break them without getting caught.

20. YES NO People can break laws they don't like.

21. YES NO Everyone who gets in trouble has the right to have a lawyer help him.

22. YES NO We should learn about laws so we'll know what our rights are.

WHAT IS A JUVENILE?

23. ☐ YES ☐ NO A juvenile is a kid who is a delinquent and is always in trouble.

24. ☐ YES ☐ NO The law says that anyone under 18 is a juvenile.

25. ☐ YES ☐ NO Special juvenile courts like to make it rough for young people who break laws.

26. ☐ YES ☐ NO A young person who appears in a juvenile court gets a criminal record.

WHAT DOES THE LAW SAY ABOUT SHOPLIFTING?

27. ☐ YES ☐ NO Shoplifting is a kind of stealing.

28. ☐ YES ☐ NO If someone shoplifts something and gets caught, it will be all right as long as he pays for it or gives it back.

29. ☐ YES ☐ NO The reason for having a shoplifting law is to protect the property rights of the store owner.

30. ☐ YES ☐ NO If you help a friend shoplift, you can get in trouble.

EXAMINATION ANSWER KEY

1.	[X] YES	[ ] NO	13.	[ ] YES	[X] NO	23.	[ ] YES	[X] NO
2.	[ ] YES	[X] NO	14.	[ ] YES	[X] NO	24.	[X] YES	[ ] NO
3.	[X] YES	[ ] NO	15.	[ ] YES	[X] NO	25.	[ ] YES	[X] NO
4.	[X] YES	[ ] NO	16.	[X] YES	[ ] NO	26.	[ ] YES	[X] NO
5.	[ ] YES	[X] NO	17.	[X] YES	[ ] NO	27.	[X] YES	[ ] NO
6.	[X] YES	[ ] NO	18.	[X] YES	[ ] NO	28.	[ ] YES	[X] NO
7.	[ ] YES	[X] NO	19.	[ ] YES	[X] NO	29.	[X] YES	[ ] NO
8.	[X] YES	[ ] NO	20.	[ ] YES	[X] NO	30.	[X] YES	[ ] NO
9.	[ ] YES	[X] NO	21.	[X] YES	[ ] NO			
10.	[X] YES	[ ] NO	22.	[X] YES	[ ] NO			
11.	[ ] YES	[X] NO						
12.	[ ] YES	[X] NO						

Teacher Evaluation

Identify lesson and specify activity.

Lesson No.: _____ Lesson Title: _____

_____

Check:

Content: Very appropriate __ Somewhat appropriate __ Not appropriate __

Suggestion for teacher: Very helpful ___ Somewhat helpful ____ Not helpful ___

Resources: Very helpful ____ Somewhat helpful ___ Not helpful ___

Qualitative Statement:

Suggestions for Revision: